

# Music at Antingham & Southrepps - We are Musicians

## Our Curriculum Drivers:

<b>Aspirations</b>	<b>To have high aspirations for my future and know all of the available opportunities open to me</b>
<b>Independence</b>	<b>To have the independence to be able to reach my full potential and take responsibility</b>
<b>Mental and Physical Health</b>	<b>To value my own self-worth to be the best I can be</b>
<b>Resilience</b>	<b>To have the courage to bounce back from failure or challenges and grow as an individual</b>

## Subject Intent

At Antingham and Southrepps Primary School and Nursery, our music curriculum is designed to meet the aims of the National Curriculum.

- We aim to build a musical curriculum which develops learning and results in the acquisition of knowledge and improved well-being.
- We aim to promote a love of music and singing across a broadened curriculum.

Our key concepts which we revise throughout all units are:

1. Pitch
2. Tempo
3. Pulse
4. Timbre
5. Style

## Implementation

To build a musical curriculum which develops learning and results in the acquisition of knowledge and improved well-being.

- We use elements of Charanga to support our teaching which is in line with the National Curriculum.
- Teaching and Learning shows progression across all Key Stages within the strands for music.
- Teachers try to sing songs related to a broad range of curriculum areas to enrich and stimulate learning.
- All children sing regularly in assemblies.

## To promote a love of music and singing across a broadened curriculum.

- All children get the experience of singing to a wider audience through regular showcases.
- Each class has an annual class assembly for parents and carers where songs are sung linked to the assembly theme
- Visitors are invited to school to sing to the children or to teach them to play an instrument.
- Children learn about musicals, famous musicians, songs from Disney films, popular music as well as a varied genre

## The aims of the National Curriculum for Music is to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

<b>KS1 National Curriculum Expectations</b>	<b>KS2 National Curriculum Expectations</b>
<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> </ul>	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  <b>Pupils should be taught to:</b>

<ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
---	---

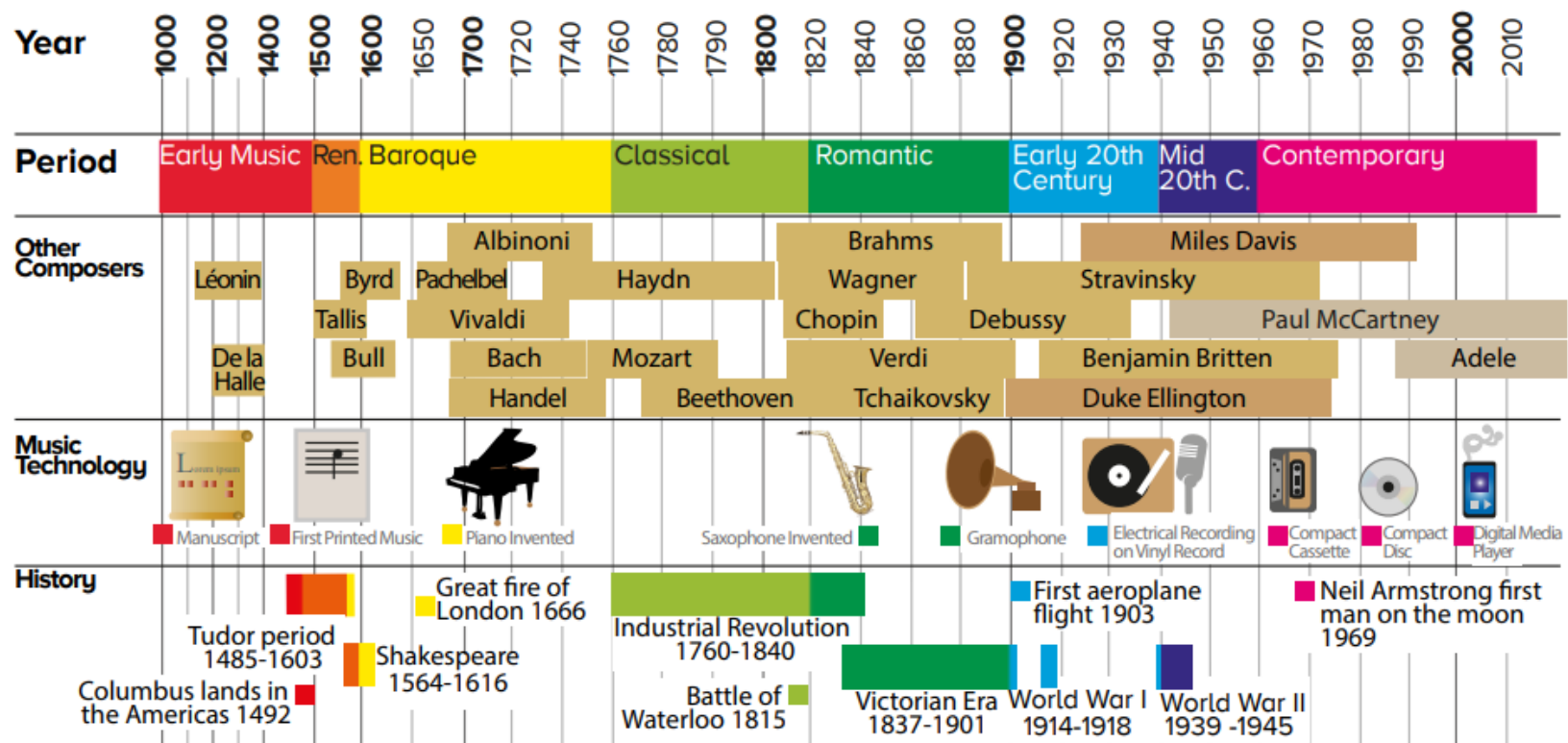
Years 1 & 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> <li>• Use symbols to represent a composition and use them to help with a performance.</li> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use digital technologies to compose pieces of music.</li> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>

## A Journey Through Our Music Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>CYCLE A</b> <b>Yr R/1</b>	<b>Me!</b> Learn to sing nursery rhymes and action songs	<b>Rhythm in the Way We Walk</b> Action songs that link to the foundations of music.	<b>Everyone!</b> Explore: family, friends, people and music from around the world	<b>Round and Round</b> Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.	<b>Big Bear Funk</b> Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments	<b>Reflect, Rewind and Replay</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
<b>CYCLE B</b> <b>Yr R/1</b>	<b>Hey You!</b> Written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.	<b>My Stories</b> Explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time.	<b>In the Groove</b> Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Historical context of musical styles.	<b>Our World</b> Explore: animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space	<b>Your Imagination</b> Using your imagination and creating your own lyrics.	<b>Reflect, Rewind and Replay</b> Consolidation of learning and contextualizing the history of music.
<b>CYCLE A</b> <b>Yr 2/3</b>	<b>Hands, Feet, Heart</b> South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	<b>Glockenspiel Stage 1</b> Learning basic instrumental skills by playing tunes in varying styles. Introduction to the language of music, theory and composition.	<b>I Wanna Play in a Band</b> Teamwork, working together. The Beatles. Historical context of musical styles.	<b>The Dragon Song</b> Friendship, kindness, acceptance, the environment, creativity.	<b>Friendship Song</b> Friendship and being kind to one another.	<b>Reflect, Rewind and Replay</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
<b>CYCLE B</b> <b>Yr 2/3</b>	<b>Let Your Spirit Fly</b> Historical context of musical styles	<b>Ho Ho Ho Christmas.</b> Literacy - christmas vocabulary. Historical context of musical styles.	<b>Three Little Birds</b> Animals, Jamaica, poetry and the historical context of musical styles.	<b>Zootime</b> Animals, poetry and the historical context of musical styles.	<b>Bringing Us Together</b> Music unites us, friendship, kindness.	<b>Reflect, Rewind and Replay</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
<b>CYCLE A</b> <b>Yr 4/5/6</b>	<b>Mamma Mia</b> Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	<b>Classroom Jazz 1</b> History of music - Jazz in its historical context	<b>A New Year Carol</b> Literacy and history. The historical context of Gospel music and Bhangra.	<b>You've Got a Friend</b> Her importance as a female composer in the world of popular music.	<b>Blackbird</b> Civil rights. The development of Pop music.	<b>Reflect, Rewind and Replay</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
<b>CYCLE B</b> <b>Yr 4/5/6</b>	<b>Happy</b>	<b>Glockenspiel Stage 2</b> Learning basic instrumental skills by	<b>Make You Feel My Love</b> Historical context for ballads.	<b>Lean On Me</b> Gospel in its historical context eg from Beethoven	<b>Dancing in the Street</b> The history of Motown and its importance in the	<b>Reflect, Rewind and Replay</b> Think about the history of music in context, listen to some Western

	What makes us happy? Video/project with musical examples.	playing tunes in varying styles. Introduction to the language of music, theory and composition.		to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.	development of Popular music. Civil rights.	Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
<b>CYCLE C</b> <b>Yr 4/5/6</b>	<b>Livin' on a Prayer</b> How rock music developed from the Beatles onwards. Analysing performance.	<b>Classroom Jazz 2</b> History of music - Jazz in its historical context	<b>Stop!</b> Composition, bullying.	<b>The Fresh Prince of Bel-Air</b> Historical context of musical styles.	<b>Music and Identity</b> Not yet published by Charanga, coming soon...	<b>Reflect, Rewind and Replay</b> Think about the history of music in context, listen to some Western Classical Music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.

## The History of Music



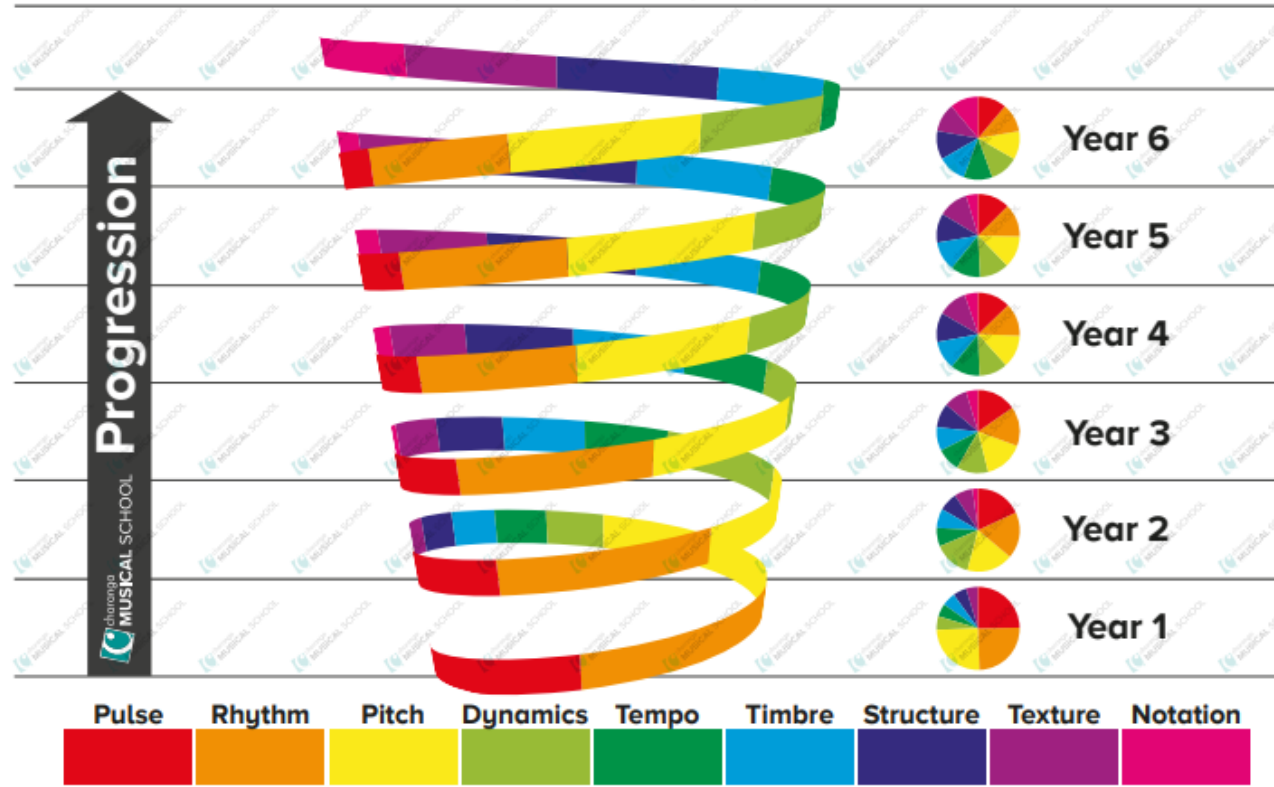
## The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Vocabulary Progression	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pulse, rhythm, pitch, rap, improvise, compose, perform, singers, keyboard, percussion, trumpets, saxophones, pulse, rhythm, pitch, groove, audience, imagination.	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony

## Skills and Knowledge Progression

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Respond	Skills	<p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p> <p>Year 6 above +:</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>	
	Knowledge	<p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they us</p>	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>o Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>o Name some of the instruments they heard in the song</p>			

Explore and Create (Musical Activities and Games)	Skills	Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Copy basic rhythm patterns of single words, building to short phrases from the song/s.	Find the pulse Listen to the rhythm and clap back Create rhythms for others to copy Listen and sing back.	Find the pulse Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Create rhythms for others to copy	<b>Find the Pulse</b> <b>2. Rhythm Copy Back: a. Bronze:</b> Clap and say back rhythms <b>b. Silver:</b> Create your own simple rhythm patterns <b>c. Gold:</b> Perhaps lead the class using their simple rhythms <b>3. Pitch Copy Back Using 2 Notes a. Bronze:</b> Copy back – ‘Listen and sing back’ (no notation) <b>b. Silver:</b> Copy back with instruments, without then with notation <b>c. Gold:</b> Copy back with instruments, without and then with notation <b>4. Pitch Copy Back and Vocal Warm-ups</b>		<b>Bronze Challenge.</b> Find the pulse .Copy back rhythms based on the words of the main song, that include syncopation/off beat .Copy back one-note riffs using simple and syncopated rhythm patterns <b>Silver Challenge</b> Find the pulse. Lead the class by inventing rhythms for others to copy back. Copy back two-note riffs by ear and with notation. Question and answer using two different notes. <b>Gold Challenge.</b> Find the pulse. Lead the class by inventing rhythms for them to copy back. Copy back three-note riffs by ear and with notation. Question and answer using three different notes	
	Knowledge	To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer	Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to
Singing	Skills	To sing along with a pre-recorded song and add actions. To sing along with the backing track	Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To have an awareness of the pulse internally when singing	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To rejoin the song if lost. To listen to the group when singing	To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune’	To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune’.



	Knowledge	To sing or rap nursery rhymes and simple songs from memory. Songs have sections	To confidently sing or rap five songs from memory and sing them in unison.	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice
Share and Perform	Skills	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	
	Knowledge	A performance is sharing music.	A performance is sharing music with other people, called an audience	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends	To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn’t have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don’t know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music	To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn’t have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don’t know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music		



Playing	Skills		Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.	Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader	To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session
	Knowledge		Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class	To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)	To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends
Composition	Skills		Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary	Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)

Improvisation	Knowledge		Composing is like writing a story with music. Everyone can compose.	Composing is like writing a story with music. Everyone can compose	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol	
	Skills		1. Clap and Improvise Listen and clap back, then listen and clap your own answer. 2. Sing, Play and Improvise use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! Take it in turns to improvise using one or two notes.		Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:	Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.  The challenges are listed here: <a href="https://www.norfolkmusicclub.org.uk/scheme">https://www.norfolkmusicclub.org.uk/scheme</a>		As Year 4 and 5 + Classroom Jazz 2 Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
	Knowledge		Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations  Year 5 and 6 as above +: To know three well-known improvising musicians		

## Styles and Cross Curricular Links

(Can also be found here): <https://www.norfolkmusichub.org.uk/scheme>

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
1	Autumn 1	Hey You!	Old School Hip Hop	Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.	Fresh Prince of Bel Air - KS2 (Scheme Year 5) Ee-Chi! by Benjamin Britten - KS2 (see Freestyle)
	Autumn 2	Rhythm in The Way We Walk and Banana Rap	Reggae, Hip Hop	Action songs that link to the foundations of music.	Zootime - KS1 (Scheme Year 2) Three Little Birds - KS2 (Scheme Year 3) Hey You! - KS1 (Scheme Year 1) The Fresh Prince Of Bel Air - Hip Hop - KS2 (Scheme Year 5) Ee-Chi! - Benjamin Britten (see Freestyle)
	Spring 1	In The Groove	Blues, Latin, Folk, Funk, Baroque, Bhanga	Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhanga that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	Tragic Story - Britten - KS2 (see Freestyle) Baroque - History of music (see Reflect, Rewind and Replay unit) I Must Be Married - Britten KS2 (see Freestyle) Begone Dull Care! - Britten KS2 (see Freestyle)
	Spring 2	Round And Round	Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.	In The Groove - Year 1 - KS1 (Year 1) Benjamin Britten - Begone Dull Care - KS2 (see Freestyle) Classroom Jazz 1 and 2 - KS2 (Scheme Years 5 and 6)
	Summer 1	Your Imagination	Film, Pop, Musicals	Using your imagination and creating your own lyrics.	Dragon Song (Scheme Year 3)
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 1	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 1 Units
2	Autumn 1	Hands, Feet, Heart	South African styles	South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	Fishing Song - Britten - KS2 (see Freestyle)
	Autumn 2	Ho Ho Ho	Christmas, Big Band, Motown, Elvis, Freedom Songs	Christmas. Literacy - christmas vocabulary. Historical context of musical styles.	Christmas units
	Spring 1	I Wanna Play In A Band	Rock	Teamwork, working together. The Beatles. Historical context of musical styles.	Livin' on a Prayer - KS2 (Scheme Year 5) Don't Stop Believin' - KS2 (see Freestyle)
	Spring 2	Zootime	Reggae	Animals, poetry and the historical context of musical styles.	Three Little Birds - KS2 (Scheme Year 3)
	Summer 1	Friendship Song	Pop, Soul, Film, Musicals	Friendship and being kind to one another.	Bringing Us Together (Scheme Year 3)
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 2	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 2 Units

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
3	Autumn1	Let Your Spirit Fly	R&B, Western Classical, Musicals, Motown, Soul	Historical context of musical styles.	There Was A Monkey - Britten - KS2 (see Freestyle).
	Autumn 2	Glockenspiel Stage 1	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.	Glockenspiel Stage 2 - KS2 (Scheme Year 4). Using scores/notation in the units.
	Spring 1	Three Little Birds	Reggae	Animals, Jamaica, poetry and the historical context of musical styles.	Zootime - KS1 (Scheme Year 2). Britten - There Was A Man Of Newington - KS2 (see Freestyle).
	Spring 2	The Dragon Song	Music from around the world	Friendship, kindness, acceptance, the environment, creativity.	Friendship Song (Scheme Year 2). Bringing Us Together (Scheme Year 3).
	Summer 1	Bringing Us Together	Disco/Anthem	Music unites us, friendship, kindness.	Friendship Song (Scheme Year 2).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 3	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 3 units.
4	Autumn1	Mamma Mia	ABBA	Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	Other units that relate to the 80s Livin' On A Prayer - KS2 (Scheme Year 5). Don't Stop Believin' - KS5 (see Freestyle).
	Autumn 2	Glockenspiel Stage 2	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.	Using scores / notation in all units.
	Spring 1	Stop!	Grime, Classical, Bhangra, Tango, Latin Fusion	Composition, bullying.	The Fresh Prince Of Bel Air - KS2 (Scheme Year 5).
	Spring 2	Lean On Me	Gospel	Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.	A New Year Carol - Gospel version - KS2 (Scheme Year 6). Reflect, Rewind and Replay - History of Music.
	Summer 1	Blackbird	The Beatles	Civil rights. The development of Pop music.	Dancing In The Street (Scheme Year 6).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 4	Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical Music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 4 units.

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
5	Autumn 1	Livin' On A Prayer	Rock	How rock music developed from the Beatles onwards. Analysing performance.	I Wanna Play In A Band - KS1 (Scheme Year 2). Don't Stop Believin' - KS2 (see Freestyle).
	Autumn 2	Classroom Jazz 1	Jazz	History of music - Jazz in its historical context	Classroom Jazz 2 - KS2 (Scheme Year 6). Supports improvisation generally in previous units.
	Spring 1	Make You Feel My Love	Pop Ballads	Historical context for ballads.	Mamma Mia - KS2 (Scheme Year 4).
	Spring 2	The Fresh Prince of Bel Air	Hip Hop	Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	Hey You! - KS1 (Scheme Year 1).
	Summer 1	Dancing In The Street	Motown	The history of Motown and its importance in the development of Popular music. Civil rights.	Happy - KS2 (Year 6). Blackbird - KS2 (Year 4).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 5	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 5 units.
6	Autumn 1	Happy	Pop/Motown	What makes us happy? Video/project with musical examples.	Motown - Happy KS2 (Year 6). Dancing In The Street KS2 (Year 5).
	Autumn 2	Classroom Jazz 2	Jazz, Latin, Blues	History of music - Jazz in its historical context	Classroom Jazz 1 (Scheme Year 5). Supports improvisation generally in other units.
	Spring 1	Benjamin Britten - A New Year Carol	Benjamin Britten (Western Classical Music), Gospel, Bhangra.	Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.	Christmas units: Lean On Me - Gospel - KS2 (Scheme Year 4). In The Groove - Bhangra - KS1 (Scheme Year 1).
	Spring 2	Music And Identity	Coming soon...		
	Summer 1	You've Got A Friend	The music of Carole King	Her importance as a female composer in the world of popular music.	Make You Feel My Love - Adele KS2 (Year 5).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 6	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 6 units.

## ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as a musician.

Music Producer	Music Therapist	Musician
Secondary School Teacher	Sound Designer	Sound Engineer
Sound Technician	Television Production Assistant	Programme Researcher