



# MUSIC CURRICULUM

EYFS - YEAR 6 (SPRING TERM)

**MUSIC CURRICULUM INTENT – SPRING 2022-23**

<p><b>Reception</b></p>	<p><b>Unit:</b> Nursery Rhymes</p> <p><b>The aim of this unit is for pupils to:</b></p> <ol style="list-style-type: none"> <li>1. Know and understand the <u>pulse</u>.</li> <li>2. Know what a nursery rhyme is.</li> <li>3. Listen and appraise different nursery rhymes.</li> <li>4. Perform a nursery rhyme as part of a group.</li> </ol> <p><b>END of UNIT OUTCOME:</b> Performance/Concert</p>
<p><b>EYFS Objectives</b></p>	<p><b>Key Explicit Knowledge and Vocabulary</b></p>
<p><b>Expressive Arts and Design</b>  <b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul> <p><b>Communication and Learning</b>  <b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions.</li> <li>• Make comments about what they have heard and ask questions to clarify their knowledge.</li> </ul> <p>and conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG Speaking</b></p> <p>participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>express their ideas and feelings about their experiences using full sentences, including use of past,</p>	<p><b>Musicianship Style: Nursery Rhymes</b></p> <p>I know that <u>nursery rhymes</u> are simple <u>songs</u>.  I know that <u>nursery rhymes</u> are usually sung to and by <u>children</u>.  I know that the <u>melody</u> (tune) of a <u>nursery rhyme</u> is often <u>simple</u> and <u>repeated</u>.  I know that <u>nursery rhymes</u> often tell a story.</p> <p><b>Musicianship Dimension of Music: Pulse</b></p> <p>I know that <u>pulse</u> is like the heartbeat of the music.  I know that <u>pulse</u> remains steady all the way through the song.</p> <p><b>Listening:</b></p> <p>I can hear the <u>pulse</u> in a familiar song.  I can clap, copy and create actions that show my understanding of <u>pulse</u>.  I can use simple <u>pitched</u> and <u>non-pitched percussion</u> to show my understanding of <u>pulse</u>.  I can identify <u>singing</u> and some <u>instruments</u> in a song. (<u>Drums, Guitar, Keyboard</u>)  I can share what I like and dislike about a song.  I can talk about the story of a song.</p> <p><b>Performing:</b></p> <p>I know that a <u>song</u> has <u>singing</u> and <u>instruments</u>.  I know that the <u>instrument</u> for <u>singing</u> is <u>voice</u>.  I know that you need to <u>warm-up</u> your <u>voice</u> before <u>singing</u>.  I can participate in a simple <u>warm-up</u> before <u>singing</u>.  I know that good <u>singing</u> is <u>in time</u>, <u>clear</u> and <u>projected</u> (not loud!).</p>

sent and future tenses and making use of junctions, with modelling and support from their teacher.

**Physical Development**

**ELG: Gross Motor Skills**

- Demonstrate strength, balance and **coordination** when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

I can sing a simple melody, in time with clear lyrics and projection, so that an audience is able to hear.

I can sing as part of a group.

I can add simple actions to the song to show the meaning of the lyrics.

<p><b>Year 1</b></p>	<p><b>Unit:</b> Pop Performing Project</p> <p><b>The aim of this unit is for pupils to:</b></p> <ol style="list-style-type: none"> <li>1. Know and understand what <u>rhythm</u> is.</li> <li>2. Know what pop music is.</li> <li>3. Listen and appraise different examples of pop music.</li> <li>4. Perform on pitched and unpitched percussion instruments.</li> </ol> <p><b>END OF UNIT OUTCOME:</b> Perform an instrumental section of a pop song.</p>
<p><b>NC Objectives</b></p>	<p><b>Key Explicit Knowledge and Vocabulary</b></p>
<p>Pupils should be taught to:</p> <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> <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>	<p><b><u>Musicianship Style:</u></b> Pop</p> <p>I know the style indicators of pop music. I can identify the style indicators of pop music in a pop song.</p> <p><b><u>Musicianship Dimension of Music:</u></b> Rhythm</p> <p>I know that rhythm is the pattern of long and short. I know that a rhythm includes sound and pause. I know that rhythms happen within a particular number of beats. I know that rhythm can be represented visually. I can play repeated rhythms (ostinato) using body percussion, unpitched and pitched percussion. I can repeat heard rhythms using body percussion, unpitched and pitched percussion. I can create my own rhythms as part of call and response activities. I can keep a rhythm within a set number of beats. I can match a rhythm to a visual representation. I can read a rhythm from a visual representation.</p> <p><b><u>Listening:</u></b></p> <p>I know music is created using different instruments. I know the instruments in a pop band: voice (male and female), electric guitar, bass guitar, keyboard, drums. I know instruments can be acoustic and electric. I know electric instruments are in modern music (within living memory) because electricity has been invented. I can share my opinion about a song. I can respond creatively to a song. I can identify instruments and style indicators in a song.</p>

I can compare two or more songs of the same style.

**Singing Challenge:** Call and Response Boom Chicka Boom: <https://www.youtube.com/watch?v=9nKq4jm4LD8>

I know what good singing posture is (stood or sat up straight, arms by side, if standing feet hip width apart, no tension).

I can show good singing posture.

I can sing a call and response song.

I can sing in time (beat) and with accurate rhythm.

**Performing:**

I can play a steady beat with others.

I can play short, pitched patterns on tuned instruments.

**Notation:**

I can follow pictures and symbols to guide playing e.g. four dots = four beats on the drum

<p><b>Year 2</b></p>	<p><b>Unit:</b> Rock Performing Project</p> <p><b>The aim of this unit is for pupils to:</b></p> <ol style="list-style-type: none"> <li>1. Know and understand what <u>pitch</u> is.</li> <li>2. Know what rock music is.</li> <li>3. Listen and appraise different examples of rock music.</li> <li>4. Perform on pitched and unpitched percussion instruments.</li> </ol> <p><b>END OF UNIT OUTCOME:</b> Perform an instrumental section as part of a band.</p>
<p><b>NC Objectives</b></p>	<p><b>Key Explicit Knowledge and Vocabulary</b></p>
<p>Pupils should be taught to:</p> <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> <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>	<p><b><u>Musicianship Style:</u></b> Rock</p> <p>I know the style indicators of rock music. I can identify the style indicators of rock music in a rock song.</p> <p><b><u>Musicianship Dimension of Music:</u></b> Pitch</p> <p>I know that pitch is how high or low the music is. I know some sounds are higher pitch and some are lower pitch. I know that pitch and rhythm make a melody (combination of rhythm and pitch to make a tune). I know that pitch can be represented visually. I can give examples of sounds and instruments that are high and low pitch. I can sing and play short melodies with changing pitches. I can repeat heard melodies using voice and pitched percussion. I can keep a melody within a set number of beats. I can match a melody to a visual representation. I can read a melody from a visual representation.</p> <p><b><u>Listening:</u></b></p> <p>I know music is created using different instruments. I know the instruments in a rock band: voice (male and female), electric guitar, bass guitar, keyboard, drums. I know instruments can be acoustic and electric. I know electric instruments are in modern music (within living memory) because electricity has been invented. I can share my opinion about a song. I can respond creatively to a song. I can identify instruments and style indicators in a song. I can compare two or more songs of the same style.</p>

I can compare two or more songs of different styles (rock and pop).

**Singing Challenge:** Singing Pitch Accurately: Rain, Rain Go Away <https://www.youtube.com/watch?v=LFrKYjrIDs8>

I know what good singing posture is (stood or sat up straight, arms by side, if standing feet hip width apart, no tension).

I can show good singing posture.

I can sing a melody in time, with accurate rhythm and pitch.

I can add actions to a song which show the beat.

**Performing:**

I can play a steady beat with others.

I can play short, pitched and unpitched patterns on pitched and unpitched instruments.

I can play a beat or melody as part of a 2, 3 or 4 person band.

**Notation:**

I can recognise dot notation and match it to 3-note tunes played on tuned percussion.

<p><b>Year 3</b></p>	<p><b>Unit:</b> Jazz Performing Project</p> <p><b>The aim of this unit is for pupils to:</b></p> <ol style="list-style-type: none"> <li>1. Know and understand what <u>tempo</u> is.</li> <li>2. Know what jazz music is.</li> <li>3. Listen and appraise different examples of jazz music.</li> <li>4. Read simple staff notation when performing.</li> <li>5. Perform on pitched and unpitched percussion instruments.</li> </ol> <p><b>END OF UNIT OUTCOME:</b> Perform a jazz instrumental section as part of a band.</p>
<p><b>NC Objectives</b></p>	<p><b>Key Explicit Knowledge and Vocabulary</b></p>
<p>Pupils should be taught to:</p> <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>	<p><b><u>Musicianship Style:</u></b> Jazz</p> <p>I know the style indicators of jazz music.  I can identify the style indicators of jazz music in a jazz song.  I know that jazz uses a syncopated rhythm.</p> <p><b><u>Musicianship Dimension of Music:</u></b> Tempo</p> <p>I know that tempo is how fast or slow the music is.  I know that Italian words are used to describe the tempo.  I know that music can be described as ‘adagio’ (slow), ‘andante’ (walking pace), ‘moderato’ (moderate) or ‘allegro’ (fast).  I know that the tempo in a song can change.  I know that tempo changes can be described as ‘rallentando’ slowing down, ‘accelerando’ speeding up, or ‘a tempo’ at original speed.  I know that the tempo will be indicated by words and abbreviations in the music.  I can repeat heard melodies at the correct tempo.</p> <p><b><u>Listening:</u></b></p> <p>I know different styles of music are created using different instruments.  I know the instruments in a jazz band: piano, double bass, drums, saxophone, trumpet, trombone.  I know instruments can be acoustic and electric.  I can share my opinion about a song.  I can respond creatively to a song.  I can identify instruments and style indicators in a song.  I can compare two or more songs of the same style.</p>

I can compare two or more songs of different styles (jazz, rock and pop).

**Singing Challenge:** Singing with Increasing Tempo: Head, Shoulders, Knees and Toes

I know what good singing posture is (stood or sat up straight, arms by side, if standing feet hip width apart, no tension).

I can show good singing posture.

I can sing a melody in time, with accurate rhythm and pitch.

I can add actions to a song which show the beat.

I can sing accurately at different tempos.

**Performing:**

I know that 'rehearsal speed' means to practice at a slower speed to develop accuracy before increasing tempo.

I can play and perform melodies following staff notation using a small range and stepwise melody.

I can play a whole class or in small groups (e.g. trios and quartets).

I can play with accuracy at different speeds.

**Notation:**

I know that staff notation is what musicians use to read and play music.

I know the five lines of staff notation are called the stave.

I know that the written notation starts with a clef (which shows the pitch of the music) and a time signature (which indicates the beat).

I know that written notation will indicate the tempo and any tempo changes.

I know that rhythm is indicated using notes.

I know that pitch is indicated in the lines and spaces of the stave.

I can identify and play a beat using the time signature.

I can identify and play a rhythm using minims, crotchets and quavers and their rests.

I can identify and play pitch using the stave.

<p><b>Year 4</b></p>	<p><b>Unit:</b> Screen and Stage Performing Project</p> <p><b>The aim of this unit is for pupils to:</b></p> <ol style="list-style-type: none"> <li>1. Know and understand what <u>dynamic</u> is.</li> <li>2. Know what musical theatre music is.</li> <li>3. Listen and appraise different examples of musical theatre music.</li> <li>4. Read simple staff notation when performing.</li> <li>5. Perform on pitched and unpitched percussion instruments.</li> </ol> <p><b>END OF UNIT OUTCOME:</b> Perform a jazz instrumental section as part of a band.</p>
<p><b>NC Objectives</b></p>	<p><b>Key Explicit Knowledge and Vocabulary</b></p>
<p>Pupils should be taught to:</p> <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>	<p><b><u>Musicianship Style:</u></b> Musical Theatre</p> <p>I know the style indicators of musical theatre. I can identify the style indicators of musical theatre.</p> <p><b><u>Musicianship Dimension of Music:</u></b> Dynamic</p> <p>I know that dynamic is loud or quiet the music is. I know that Italian words are used to describe the dynamic. I know that music can be described as ‘forte’ (loud), ‘mezzo-forte’ (quite loud), ‘fortissimo’ (very loud), piano (quiet), ‘mezzo-piano’ (quite quiet), ‘pianissimo’ (very quiet). I know that the dynamic in a song can change. I know that dynamic changes can be described as a ‘crescendo’ (getting louder) and ‘diminuendo’ (getting quieter). I know that the dynamic will be indicated at the start of a piece of music. I know that changes in tempo can be represented visually through letters and abbreviations: ff, f, mf, mp, p, pp. I know that changes in tempo can be represented visually with symbols (&lt; &gt;) I can repeat heard melodies with controlled dynamic.</p> <p><b><u>Listening:</u></b></p> <p>I know different styles of music are created using different instruments. I know the instruments in a musical theatre orchestral instruments. I know that the orchestra is split into instrument families: percussion, strings, woodwind and brass. I know at least one example of an instrument from each instrument family. I can share my opinion about a song. I can respond creatively to a song. I can identify instruments and style indicators in a song.</p>

I can compare two or more songs of the same style.  
I can compare two or more songs of different styles (musical theatre, jazz, rock and pop).

**Singing Challenge:** Singing with expression: 'Food, Glorious Food' from Oliver!

I know what good singing posture is (stood or sat up straight, arms by side, if standing feet hip width apart, no tension).

I know that songs can tell a story.

I can show good singing posture.

I can sing a melody in time, with accurate rhythm and pitch.

I can demonstrate vowel sounds, blended sounds and consonants.

I can sing expressively, with attention to breathing and phrasing.

I can sing expressively, with attention to staccato and legato.

I can communicate the meaning of the words and articulate them clearly.

**Performing:**

I know that 'rehearsal speed' means to practice at a slower speed to develop accuracy before increasing tempo.

I can play and perform melodies following staff notation using a small range and stepwise melody.

I can play a whole class or in small groups (e.g. trios and quartets).

I can play with accuracy at different speeds.

**Notation:**

I know that staff notation is what musicians use to read and play music.

I know the five lines of staff notation are called the stave.

I know that the written notation starts with a clef (which shows the pitch of the music) and a time signature (which indicates the beat).

I know that written notation will indicate the tempo and any tempo changes.

I know that rhythm is indicated using notes.

I know that pitch is indicated in the lines and spaces of the stave.

I can identify and play a beat using the time signature.

I can identify and play a rhythm using minims, crotchets and quavers and their rests.

I can identify and play pitch using the stave.

<p><b>Year 5</b></p>	<p><b>Unit:</b> Whole Class Instrumental Lessons (Barnsley Music Service)</p> <p><b>The aim of this unit is for pupils to:</b></p> <ul style="list-style-type: none"> <li>• Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</li> </ul> <p><b>END OF UNIT OUTCOME:</b> Woodwind Group Performance</p>
<p><b>NC Objectives</b></p>	<p><b>Key Explicit Knowledge and Vocabulary</b></p>
<p>Pupils should be taught to:</p> <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>	<p><b>Units of Work led by Barnsley Music Service with aims to:</b></p> <p>I know what a clarinet/flute is.</p> <p>I know the fingering to produce a range of notes on the clarinet/flute.</p> <p>I know that you need to use enough air and a certain mouth shape to produce an appropriate sound on the flute/clarinet.</p> <p>I know that the clarinet/flute is a woodwind instrument.</p> <p>I know that musicians read music in order to rehearse and play songs on their instruments.</p> <p>I know that musicians use rehearsal time to practice songs at ‘rehearsal speed’ and build the tempo for performance.</p> <p>I know that ensembles of instruments are led by a conductor.</p> <p>I can play a range of notes on the clarinet/flute with an appropriate timbre.</p> <p>I can follow sheet music to rehearse and perform songs on the clarinet/flute.</p> <p>I can follow a conductor when playing as part of small groups and larger ensembles.</p> <p>I can show an understanding of the interrelated dimensions of music when I play a woodwind instrument.</p>

<p><b>Year 6</b></p>	<p><b>Unit:</b> BBC Ten Pieces Composing Project 1</p> <p><b>The aim of this unit is for pupils to:</b></p> <ol style="list-style-type: none"> <li>1. Know and understand what <u>timbre</u>, <u>texture</u> and <u>structure</u> is.</li> <li>2. Know what <u>orchestral</u> music is.</li> <li>3. Listen and appraise different examples of <u>orchestral</u> music.</li> <li>4. Create a composition based on a core piece of orchestral music.</li> <li>5. Use notation to record, rehearse and perform composition.</li> <li>6. Perform own compositions on pitched and unpitched instruments, in solo and group contexts.</li> </ol> <p><b>END OF UNIT OUTCOME:</b> Perform own composition.</p>
<p><b>NC Objectives</b></p>	<p><b>Key Explicit Knowledge and Vocabulary</b></p>
<p>Pupils should be taught to:</p> <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>	<p><b><u>Musicianship Style:</u></b> Orchestral</p> <p>I know the style indicators of orchestral music.  I know that ‘classical’ music can encompass many styles of orchestral music over a long time period.  I can identify the style indicators of orchestral music.</p> <p><b><u>Musicianship Dimension of Music:</u></b> Texture, Timbre and Structure</p> <p>I know that texture is how thick or thin the layers of music are e.g. one voice a capella is thin and an orchestra is thick.  I know that timbre is the quality of the sound.  I know that structure is the way a piece of music is put together.  I can describe the texture of a piece of music and any changes in the texture.  I can suggest how changes in texture impact the mood of the piece.  I can identify different instruments and their timbre.  I can suggest how changes in timbre impact the mood of the piece.  I can identify the overall structure of a piece of music.  I can identify significant elements of the structure for example an ostinato (repeating pattern) or motif (short musical phrase that is repeated).  I can suggest how significant elements of the structure impact the mood of the piece.  I can use the interrelated dimensions of music in my own composition and explain my intended effect.</p> <p><b><u>Listening:</u></b></p> <p>I know different styles of music are created using different instruments.  I know that the orchestra is split into instrument families: percussion, strings, woodwind and brass.</p>

I know at least two examples of an instrument from each instrument family.  
I can share my opinion about a song.  
I can respond creatively to a song.  
I can identify instruments and style indicators in a song.  
I can compare two or more songs of the same style.  
I can compare two or more songs of different styles (orchestral, musical theatre, jazz, rock and pop).

**Singing Challenge:** Singing in a 3 and 4-part round: 'Row, Row, Row Your Boat'

I know what good singing posture is (stood or sat up straight, arms by side, if standing feet hip width apart, no tension).  
I can show good singing posture.  
I can sing a melody in time, with accurate rhythm and pitch.  
I can sing in a 3 or 4-part round maintaining my part.

**Composing:**

I know that a composition is where a composer creates their own music.  
I can create compositions for an ensemble/as part of a group.  
I can create compositions with a minimum of 16 counts (4 bars) in each section.  
I can indicate wider range of dynamics using: very loud (fortissimo – ff), very quiet (pianissimo – pp), moderately loud (mezzo forte – mf), moderately quiet (mezzo piano – mp).  
I can add texture to my group composition by including more than three or more layers of the music e.g. three+ parts, accompaniment, percussion.  
I can extend compositions to create structures, e.g. a verse and chorus.  
I can consider different timbres through instrumental choice and how those instruments are played.  
I can articulate intention for a particular atmosphere, mood or environment using musical vocabulary

**Notation:**

I can record my composition using standard notation.