

## Executive Summary for: Music

Date: Summer 2022

Leader: Gill Haggan

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn Units &amp; Key Vocabulary</b>	<p><u>Listening, Attention and Understanding</u></p> <p>Listen attentively and respond to what they hear with appropriate questions, comments and actions.</p> <p>Key vocab: Listening, rhyme, song</p> <p><u>Being imaginative and expressive</u></p> <p>Listen to music of different styles and talk about this expressing their feelings and ideas. Begin to sing in a group matching the pitch and following the melody</p> <p>Key vocab: music, expression, feelings, pitch, melody</p>	<p><u>Introducing Beat</u></p> <p>Key Vocab: beat, pulse, rhythm, pitch, loud, quiet, fast, slow</p> <p><u>Christmas production</u></p> <p>Key vocab: lyrics, conductor, verse, chorus</p>	<p><u>Exploring simple patterns</u></p> <p>Key Vocab:</p> <p>Pattern, repeated rhythmic ideas, bassline, melody, structure, chorus</p> <p><u>Christmas production</u></p> <p>Key vocab: lyrics, conductor, verse, chorus</p>	<p><u>Developing notation skills</u></p> <p>Key Vocab:</p> <p>Notation, time signature, key signature, composer, minim, crotchet, quaver</p> <p><u>Christmas production</u></p> <p>Key vocab: lyrics, conductor, verse, chorus</p>	<p><u>Developing pulse and groove through improvisation</u></p> <p>Key Vocab:</p> <p>Pulse, groove, improvise, create, expressing ideas, rhythm, funk, rock, dance music, soul, repetition</p> <p><u>Christmas production</u></p> <p>Key vocab: lyrics, conductor, verse, chorus</p>	<p><u>Emotions and musical styles</u></p> <p>Key Vocab:</p> <p>Expression, cultural identity, Pop, Minimalism, Orchestral, Rock 'n' Roll, Gospel, minor, major, key, dynamics, tempo</p> <p><u>Christmas production</u></p> <p>Key vocab: lyrics, conductor, verse, chorus</p>	<p><u>Developing melodic phrases</u></p> <p>Key Vocab:</p> <p>Melody, phrase, sequence, notation, soul, orchestral, pop</p> <p><u>Christmas production</u></p> <p>Key vocab: lyrics, conductor, verse, chorus</p>
<b>Autumn Core Concepts</b>	<p>1.1 Understand how to listen carefully and why listening is important.</p> <p>1.4 Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>1.1. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>1.2. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>2.1. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>2.2. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Find and keep a steady beat</p> <p>Copy back simple rhythmic patterns</p> <p>Copy back simple melodic patterns</p> <p>Sing a melody in a group</p> <p>Learn lyrics for songs</p> <p>Performing to an audience</p>	<p>Sing short phrases independently</p> <p>Mark the beat of a listening piece by tapping or clapping</p> <p>Sing as part of a choir with more pitching accuracy</p> <p>Talk about the difference between rehearsing a song and performing it.</p> <p>Sing songs from memory.</p>	<p>Copy back and improvise simple rhythms using minims, crotchets, quavers and their rests.</p> <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and Semiquavers.</p> <p>Demonstrate good singing posture</p> <p>Sing with awareness of following the beat</p> <p>Sing with attention to clear diction</p>	<p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E</p> <p>C, D, E, G, A</p> <p>G, A, B</p> <p>G, A, B, D, E</p> <p>F, G, A</p> <p>A, B, C, D, E, F, G</p> <p>Discuss the structures of songs.</p> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Know and understand what a musical introduction is and its purpose</p>	<p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E</p> <p>C, D, E, F, G, A, B</p> <p>D, E, F#, G, A</p> <p>A, B, C, D, E, F#, G</p> <p>F, G, A, Bb, C, D, E</p> <p>G, A, B, C, D, E, F#</p> <p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation</p>	<p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Identify instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests.</p> <p>Use a pentatonic and a full scale. Use major and minor tonality:</p>

<b>Spring Units &amp; Key Vocabulary</b>	<u>Listening, attention and understanding</u> Continued and building from Autumn term <u>Being imaginative and expressive</u> Continued from Autumn term	<u>Adding pitch and rhythm</u> Key Vocab: Pulse, beat, rhythm, pitch, improvising, composing, graphic score <u>Introducing tempo and dynamics</u> Key Vocab: Tempo, fast, slow, dynamics, loud, soft	<u>Focus on dynamics and tempo</u> Key Vocab: Tempo, fast, slow, energy, dynamics, loud, soft, emotion, storytelling, orchestra <u>Inventing a musical story</u> Key Vocab: Storytelling, timbre, represent, composing, feelings, emotions	<u>Composing using your imagination</u> Key Vocab: Composition, imagination, moderato, key, sharp, flat <u>Sharing musical experiences</u> Key Vocab: Share, culture, community, major, minor	<u>Creating simple melodies together</u> Key Vocab: Melody, pulse, rhythm, pitch, musical phrase, notation, recording, concert, rest <u>Connecting notes and feelings</u> Key Vocab: Notes, feelings, tempo, melody, harmony, interval, key, major, minor	<u>Exploring key and time signatures</u> Key Vocab: Key signature, time signature, strong beat, weak beat, bar, march, waltz, pop, stave, clef, semiquaver, dotted <u>Introducing chords</u> Key Vocab: Chord, tonic triad, harmony, major, minor	<u>Understanding structure and form</u> Key Vocab: Structure, form, verse, chorus, sonata form, exposition, development, recapitulation <u>Exploring notation further</u> Key Vocab: Triplet, rock, romantic, folk, pop, tonality, lines, spaces, stave, bar lines
<b>Spring Core Concepts</b>	2.4 Learn rhymes, poems and songs Continued from Autumn term	Understand the difference between creating a rhythm pattern and a pitch pattern Explore the impact music can have on us. Listen carefully and identify expressive qualities of music.	Recognise tempo and changes in tempo Describe tempo as fast or slow Describe dynamics as loud or quiet Recognise some band and orchestral instruments Start to talk about the style of music Start to talk about where music might fit into the world Create a story choosing and playing instruments Create and perform own rhythmic patterns with stick notation	Structure musical ideas to create music that has a beginning, middle and end. Start to use simple structures within compositions e.g. intro, verse, chorus or AB Form. Share thoughts and feelings about the music. Talk about what the music means. Identify some instruments you can hear playing Identify if it's a male or female voice singing.	Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words Programme music Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale	Identify 2/4, 3/4, 6/8 and 5/4 metre Recognise the sound and notes of the Blues scales, by ear and from notation Identify: • Stave • Treble clef • Time signature Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign Use chords to compose music to evoke a specific atmosphere, mood or environment. Understand how chord triads are formed and play them.	Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Recall by ear memorable phrases heard in the music. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations
<b>Summer Units &amp; Key Vocabulary</b>	<u>Listening, Attention and Understanding</u> Learning songs and performing these alongside Mayday dance where listening to pulse and melody of music knowing when to turn. Key vocab: poem, pulse, beat	<u>Mayday</u> Key Vocab: Pulse, beat, in time, count, introduction, verse, anthem <u>Combining pulse, rhythm and pitch</u> Key Vocab: Pulse, rhythm, pitch, combine, musical culture, notes	<u>Mayday</u> Key Vocab: Pulse, beat, in time, count, introduction, verse, anthem, leader, conductor <u>Music that makes you dance</u> Key Vocab: Movement, dance, rhythm, pulse, actions	<u>Mayday</u> Key Vocab: Pulse, beat, in time, count, introduction, verse, anthem, leader, conductor <u>Learning more about musical styles</u> Key Vocab: Musical style, musician, characteristics, gospel, musicals, jazz, orchestral, hip hop	<u>Mayday</u> Key Vocab: Pulse, beat, in time, count, introduction, verse, anthem, leader, conductor <u>Purpose, identity and expression in music</u> Key Vocab: Intention, musical expression, culture, purpose	<u>Mayday</u> Key Vocab: Pulse, beat, in time, count, introduction, verse, anthem, leader, conductor <u>End of Year production</u> Key Vocab: Fortissimo, pianissimo, mezzo forte, mezzo piano, audience, effect, rehearsal, performance	<u>Mayday</u> Key Vocab: Pulse, beat, in time, count, introduction, verse, anthem, leader, conductor <u>End of Year production</u> Key Vocab: Fortissimo, pianissimo, mezzo forte, mezzo piano, audience, effect, rehearsal, performance
<b>Summer Core Concepts</b>	Continued from Autumn and Spring terms.	<b>Skip to the beat of the music.</b> <b>Learn songs.</b> <b>Perform in front of an audience.</b> <b>Create musical sound effects and short sequences of sounds</b>	Walk in time to beat of the music Move and dance with the music confidently Understand and follow the leader or conductor Know the meaning of dynamics and tempo and	Perform actions confidently and in time. Sing expressively with attention to the meaning of the words. Understand and follow the leader or conductor.	Explain why the song was chosen, including its composer and the historical and cultural context of the song. Communicate the meaning of the words	Talk about the different styles of singing used for different styles of song. Talk confidently about how connected you feel to the music and how it connects in the world.	Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms,

			be able to demonstrate this while singing by responding to leader's direction Add actions to a song	Apply spoken word to rhythms understanding how to link each syllable to one musical note Reflect on feelings about performing	and articulate them clearly. Use the structure of the song to communicate its mood and meaning in the performance. Talk about what the rehearsal and performance has taught the student. Understand how the individual fits within the larger group ensemble. Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different	Respond to a leader or conductor. Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perform from memory or with notation, with confidence and accuracy Discuss and talk musically about the strengths and weaknesses of a performance.	with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style Demonstrate and maintain good posture and breath control whilst singing Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts Understand the importance of the performing space and how to use it
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#### INTENT/WHY?

At St Mary's Primary School, we aim to stimulate pupils' curiosity, interest, and enjoyment of music. By introducing the music curriculum through the social themes of the Charanga Model Music Curriculum, we aim to encourage children to be responsible and kind citizens of the world and constructive but critical thinkers. Children are given the opportunity to learn about, explore and enjoy music. Through opportunities to perform we aim to build up the confidence of all children.

Key musical areas of listening; singing; playing; improvising and composing; and performing contribute to increasing development of musicianship. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school.

#### Core Skills Across the Music Curriculum:

Listening

Singing

Playing

Improvising and composing

Performing

LINKS TO? (Cross curricular History, Geography and Science links, PSHE, Values etc)

<p>Whole Year</p> <p>Phonics: listening attentively to different sounds.</p> <p>Maths: counting songs.</p> <p>Literacy: nursery rhymes and songs.</p> <p>PSHE: expressing feelings through music and discussing how different music makes them feel.</p>	<p>RE: Spring 1 and Summer 1 songs about Hannukah and Shabbat available on YouTube.</p> <p>Maths: Days of the week song, Counting, shapes.</p> <p>Science: Parts of the body, Animals from around the world, Insects, Our planets</p> <p>PSHE: How music can change what you feel, understanding other cultures through music.</p>	<p>Computing: Spring 2 making music</p> <p>Geography: Autumn 2 - Hopscotch - 7 Continents song, 5 oceans song</p> <p>Summer 2 - traditional Zambian music and dance</p> <p>PSHE: importance of communication, working and playing together, caring about other people</p>	<p>PSHE: thinking about your place in your family, making friends and understanding each other, life in different countries.</p> <p>Geography: Music of North America e.g. hip hop and Jazz</p> <p>Carnival music Rio and SE Brazil</p> <p>RE: Link between the Gospel and Gospel music.</p>	<p>History: Importance of music in Victorian society.</p> <p>Geography: Rainforest tribal music and ceremonies.</p> <p>Science: Electronic music – making music with electricity. How do we hear music, linking pitch and vibration.</p> <p>Art: Festival music</p> <p>PSHE: Music from different cultures.</p>	<p>Science: Pulse in music connection to heart rate and pulse</p> <p>Circle of life connects to lion king song</p> <p>History: Zulu kingdom – traditional Zulu music</p> <p>RE: Use of music and song in worship in different religions</p>	<p>PSHE: self-regulating emotions related to performance. Different music from different cultures</p> <p>Geography: European composers in classical and romantic eras</p> <p>English: Music for the War of the Worlds</p> <p>History: Ancient Greek musicians</p> <p>Science: Music related to Space e.g. 2001 a space odyssey, The Planets suite by Gustav Holst</p>
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