

# Music Curriculum Intent, Implementation and Impact

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music curriculum should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.

## Strategic intent

### To develop a curriculum which:

- ✓ Promotes a love of music and singing across a broadened curriculum so that all children know more, remember more and understand more.
  - ✓ Develops an appreciation of different genres of music and how music is used in a wide variety of contexts.
  - ✓ Teaches all children to sing, and play untuned and tuned instruments.
  - ✓ Teaches children the necessary knowledge and skills to be able to critique the music they hear or play.
  - ✓ Allows all children to have opportunities to perform in front of an audience as individuals and as part of an ensemble.
  - ✓ Encourages children to collaborate towards an end goal.
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- Because some children at Totley Primary School have peripatetic music lessons within school, lessons are tailored so all children make progress. We know practice makes progress.
  - Because children at Totley Primary School are encouraged to be confident and resilient, we use music as a key vehicle to teach and develop these attitudes to learning and encourage children to participate in a variety of musical experiences.

## Implementation

### Content and Sequence

- At Totley Primary the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.
- Our objective at Totley Primary is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.
- We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.
- Content and sequencing for each year group contains key musical vocabulary and the progression of instrument complexity. These skills will progress within and across the year.

## Teaching and Learning, Assessment and Feedback

The music curriculum ensures our children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of one of our many musical ensembles (Easter, Harvest and Christingle services, Christmas plays, Summer Concert and from Year 3 upwards, Young Voices). The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom the children will learn how to play tuned and untuned percussion, the recorder, the ukulele and the keyboard. From Year 3 upwards, the children will be taught to understand the different principle of each method of creating notes, as well as how to read staff notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing and analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

- Using the Totley Contents and Skills Progression document, our teaching focuses on developing the children's descriptive skills in music lessons when learning about how music can represent feelings and emotions.
- In FS2, children will be introduced to and be able to define key vocabulary which musicians use. This will be built upon year on year with high expectations of the children 'talking' like a musician.
- The children will develop the ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music.
- We teach the children how to work with others to compose music and perform for an audience.
- Specialist teachers may lead some lessons to children to enhance the children's learning opportunities.
- Cultural capital is developed through exposure to different music genres, musical performance opportunities and exposure to positive role models within the world of music.
- Children will achieve age related expectations in music at the end of their cohort year. This is so they are Year 7 ready when they leave Totley Primary School.

## Impact

- Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon.
- The characteristics of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, self-reflection and improved well-being.
- Music will also develop an understanding of culture and history, both in relation to each child individually, as well as ethnicities from across the world.
- Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer.
- Children will be able to dissect music and comprehend its parts.
- Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

# Stages of learning in Music

**Appreciation**  
Listening and Appraising

**Vocal**

**Practical**  
Performance and composition

**Theory**  
Theory and Canon

FS2 End points

- Describe a piece of music in terms of its tempo and pitch.

**Tempo**- The speed of a piece of music (fast/slow)


**Pitch**- The highness or lowness of a sound of musical note (high, low, medium)

- Use voices in different ways, such as speaking, singing and chanting to music.
- To use pulse when singing to maintain a consistent tempo
- To be able to sing in unison with others.
- To be able to move to match the tempo of music (e.g. to walk to match the pulse of the music).
- To be able to tap/clap the beat of a song they sing.

- To experiment with sounds and identify high, medium and low pitched examples.
- Use untuned percussion (shakers, sticks and blocks etc.) or body percussion (clapping, tapping, walking etc) to perform a piece of music as a group that demonstrates a steady beat which changes speed as the tempo changes

Children learn to:

- Describe the tempo and pitch of sounds and music.
- Use untuned percussion / body percussion to perform a piece of music to demonstrate a steady beat which changes speed as the tempo changes
- Move in a way to match the tempo of a piece of music

Key Stage 1	<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>			
Year 1	<p>I should already have learnt to:</p> <ul style="list-style-type: none"> <li>• Describe the tempo and pitch of sounds and music.</li> <li>• Use untuned percussion to perform a piece of music to demonstrate tempo</li> <li>• Move in a way to match the tempo of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Use voices in different ways, such as speaking, singing and chanting to music.</li> <li>- To be able to sing in unison, maintaining rhythm, such as by missing the last word of each line.</li> <li>- To be able to match the rhythm of a song to a</li> </ul>	<ul style="list-style-type: none"> <li>• Use tuned and untuned percussion (including Boomwhackers) to perform a piece of music as a group/including rhythmic elements or repetition and pulse.</li> <li>- <i>I can take my tea without sugar</i></li> </ul> <p><b>Old MacDonald</b></p> 	<p><b>Swing and big band</b></p> <ul style="list-style-type: none"> <li>• Clear melody</li> <li>• Strong beat</li> <li>• Big band instruments (trumpets, rhythm section – piano, bass, guitar and drums -, saxophones, trombones)</li> <li>• May include vocals</li> <li>• Started in the 1920s</li> </ul> <p><b>Glen Miller</b>  <b>Duke Ellington</b>  <i>In the Mood</i>  More recently, big band music has had a resurgence, such as <b>Robbie Williams</b> in 2001 and <b>Michael Bublé</b></p>

	<ul style="list-style-type: none"> <li>Describe a piece of music in terms of its tempo, pitch, dynamics.</li> </ul> <p>Bjork- <i>It's Oh So Quiet</i></p> <p><b>Dynamics-</b> The volume of a sound of musical note (loud soft or quiet)</p> <p>To recognise through sight and sound:</p> <p>Piano Guitar Violin Trumpet Flute</p>	<p>graphic representation.</p> <ul style="list-style-type: none"> <li>To be able to alter the dynamics of singing voice within a song (whispering, loud etc.).</li> </ul> <p>Children should learn to sing:</p> <ul style="list-style-type: none"> <li>Sing for Pleasure: Boom Chicka Boom</li> <li>Voices Foundation: Have you Brought your Whispering Voice?</li> <li>Voices Foundation: Hello, How are You</li> <li>Bance: Copy Kitten</li> <li>Voicelinks: I'm a Train</li> <li>Bounce High, Bounce Low</li> <li>Singing Sherlock: Dr Knickerbocker</li> <li>Dragon Dance</li> <li>Trad. Bangladesh: Mo matchi (Song of the Bees)</li> <li>Trad. Ghana: Kye Kye Kule</li> <li>Trad. England: An Acre of Land</li> </ul>		
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- Describe a piece of music in terms of its tempo, dynamics, pitch and timbre.

**Timbre-** The unique sound or tone quality of different instruments (wood, metal, skin)

To recognise through sight and sound, and be able to classify into their instrument family.

- Use voices expressively and creatively. To sing with a sense of the shape of the melody.
- To be able to tap the rhythm to a song someone else is singing.
- To be able to recognise rhythms from graphic notation.
- To be able to change from whole class, group and individual singing within one song.

Children should learn to sing:  
Little Sally Saucer

- Play a glockenspiel or xylophone with two beaters in a performance that includes group and solo elements.



Perform an Easter song:

1	2	3	4
G		E	F
1	2	3	4
G		C	
1	2	3	4
D E	F G	F	E
1	2	3	4
D			

Beethoven's Ode to Joy:



### Rock and Roll

- Vocals and often backing vocals- energetic
- Late 1940s and 1950s
- Rhythm from drums and rhythm guitar, lead guitar playing melody among others
- Fast tempo
- Clear structure within song between verse and chorus
- Started in 1950s

### The Beatles

#### Elvis Presley

*Rock Around the Clock*

	<p>Piano Guitar Violin Trumpet Flute</p>	<p><b>Brass-</b> Made of metal. Musician's lips 'buzz' against the mouth piece. Air vibrates inside the instrument which then produces sound.</p> <p><b>Woodwind-</b> produce sound when air is blown inside. Air either passes over an edge or between a reed.</p> <p><b>Strings-</b> Have strings which are either plucked or bowed.</p> <p><b>Percussion-</b> instruments need to be hit (with a beater, a hand etc.) or shaken so there is a vibration to produce sound.</p>	<ul style="list-style-type: none"> <li>• Trad. Star Light, Star Bright, First Star I See Tonight</li> <li>• Trad. Hey, Hey, Look at Me</li> <li>• Trad. Rain, Rain Go Away</li> <li>• Trad. Acka Backa</li> <li>• Voicelinks: The King is in the Castle</li> <li>• Young Voiceworks: Ebenezer Sneezer</li> <li>• Trad. Oats and Beans and Barley Grow</li> <li>• Singing Sherlock 1: Teddy Bear Rock n Roll</li> <li>• Trad. Oliver Cromwell</li> <li>• Trad. Lovely Joan</li> <li>• Trad. Searching for Lambs</li> <li>• Voicelinks: Fireworks</li> <li>• Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird)</li> <li>• Trad. Bangladesh: Charti Kula beng (Four Fat Frogs)</li> <li>• Trad. Australia: I Got Kicked by a Kangaroo</li> <li>• Trad. America: Built My Lady a Fine Brick House</li> <li>• Sing Up: Paintbox</li> </ul>	
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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. Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.



- Describe pieces of music in terms of their tempo, dynamics, timbre and pitch (pitch should specifically be taught in relation to staff notation)
- Be able to listen to a piece of classical music and identify some of the instruments in it, including which orchestral family they belong to.

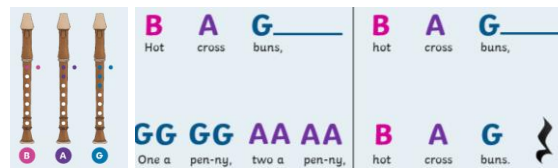
- To sing in unison, becoming aware of pitch.
- To be able to sing a tune with expression suing long and short notes.
- To show the syllables and rhythm through actions.

Children should learn to sing at least:

- Sing Up: Heads and Shoulders
- Singing Sherlock 2: Si, Si, Si
- Flying a Round: To stop the train
- Trad. Japan: Kaeru no uta
- Trad. Morocco: A ram sam sam/Pease Pudding Hot
- Trad. Bangladesh: Now charia de (A Boatman's Song)
- Junior Songscape: Listen to the Rain
- Voicelinks: Extreme Weather
- Sing Up: Skye Boat Song

- Practise and play a previously unseen piece by reading music on the recorder by reading staff notation within a 5 note range.
- Compose music to match a given description in terms of its pitch, tempo and rhythm using graphic notation within a 5 note range.

Hot Cross Buns:



Merrily we Roll Along:



### Soul

- Origins in gospel music and African American culture
- Predominantly Black artists
- Strong, four-beat drum tempo
- Pop vocals embellished with gospel-influences
- Frequent use of strings and horns
- Call and response backing vocals

**Marvin Gaye**

**The Supremes**

*Riding on a Midnight Train to Georgia*

		<ul style="list-style-type: none"><li>• Trad. Ireland: Be Thou My Vision</li><li>• Junior Voiceworks 1: Now The Sun Is Shining</li><li>• Voiceworks 1: Candle Light</li><li>• Singing Sherlock 2: Shadow</li><li>• Singing Express 3: Mirror</li><li>• Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose</li></ul>		
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- Describe pieces of music in terms of their tempo, dynamics, timbre and pitch (pitch should specifically be taught in relation to staff notation).
- Be able to listen to a piece of classical music and identify at which point different instruments are used in the piece and which orchestral family they belong to.

- To sing in unison, maintaining the correct pitch and with expression.
- Sing songs from memory with aural awareness to strive for accurate pitch.
- To apply vocal performance techniques of posture and diction.
- Use notation to record and interpret sequences and pitch in a song

Children should learn to sing at least:

Junior Voiceworks 1:  
Calypso

• Junior Voiceworks 2:  
Our Dustbin

• Voiceworks 1: Hear the Wind

• Kendrick: Servant King

• Happy Birthday

• Great Weather

Songs: Long Journey

- Play at least two different strumming patterns on the ukulele.
- Change between chords on the ukulele smoothly.
- Use chuck strums to enhance standard strumming patterns.

tuning peg

	Lower Pitch	Higher Pitch
string G	clockwise	anticlockwise
string C	clockwise	anticlockwise
string E	anticlockwise	clockwise
string A	anticlockwise	clockwise

The string is being pressed down just behind fret 3.

**C**

Fret 1  
Fret 2  
Fret 3  
Fret 4

String A is pressed down. Third finger is pressing down.

Finger 1 is pressing down on the C string just behind fret 2.

**G**

Fret 1  
Fret 2  
Fret 3  
Fret 4

Finger 3 is pressing down on the E string just behind fret 2. Finger 2 is pressing down on the A string just behind fret 2. Finger 2 is pressing down on the G string just behind fret 2.

**F**

Fret 1  
Fret 2  
Fret 3  
Fret 4

Finger 1 is pressing down on the E string just behind fret 1.

### Reggae

- Rhythm guitar and lead guitar for melody
- Bass guitar is a prominent element
- Drums, congas and keyboards
- Offbeat rhythm
- Origins in African and Caribbean music
- From 1960s Jamaica

**Bob Marley**  
*Jamming*

		<ul style="list-style-type: none"><li>• Great Celebration Songs: World in Union</li><li>• Sing Up: Just like a Roman</li><li>• Trad. Ghana: Namuma</li><li>• Sing for Pleasure: Ghosts</li><li>• Sing for Pleasure: Lost in Space</li></ul>		
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- Describe pieces of music in terms of their tempo, dynamics, timbre, pitch (pitch should specifically be taught in relation to staff notation), texture and structure.

**Texture-** How much sound we hear (thick/thin)

- Be able to listen to a piece of classical music and identify at which point different instruments are used in the piece, which orchestral family they belong to and begin to describe the impact they have on the texture of the piece.

- To sing in unison with clear diction, controlled pitch and sense of phrase (altering pitch and tone to suit the melody and content).
- To breathe in the correct place when singing.
- To understand mi, re and do through known songs.
- To demonstrate correct posture.

Children should learn to sing at least:

- Trad. Ireland: Danny Boy
- Kodály: Rocky Mountain
- Kodály: My Paddle
- High Low Chickalo
- Ally Ally O
- Trad. Caribbean: Four White Horses
- Trad. Uganda: Dipidu
- Are You Ready?

- Perform a chord pattern on the ukulele.
- Recreate style my creating your own chord progression.

Ukulele chord diagrams for the following songs:

- Silent night, holy night, all is calm, all is bright,** (Chords: C, G7, C)
- 'Round yon virgin mother and child,** (Chords: F, C)
- holy infant so tender and mild,** (Chords: F, C)
- Sleep in heavenly peace, sleep in heavenly peace.** (Chords: G7, C, G7, C)
- How Far I'll Go-Moana** (Chords: Dm, Fm, F, G, Am, C)

**How Far I'll Go-Moana**

C Dm  
I've been standing at the edge of the water  
G Am  
Long as I can remember  
F  
Never really knowing why  
C Dm  
I wish I could be the perfect daughter  
Am  
But I come back to the water  
F  
No matter how hard I try  
Am  
Ever turn I take  
Every trail I track  
G  
Every path I make  
C  
Every road leads back to the place I know  
Where I cannot go  
Fm  
Where I long to be  
C  
See the light where the sky meets the sea  
G  
It calls me  
Am F  
No one knows how far it goes  
C G  
If the wind in my sail on the sea stays behind me  
Am  
One day I'll know  
Fm C  
If I go there's just no telling how far I'll go

## Jazz

- Born in the African American communities in America during the late 1800s and early 1900s.
- Improvisation is a very important part of jazz (playing what you feel in that moment)
- Trumpets, piano, trombones and the four types of saxophones.
- Jazz became less popular in the 1980s, however there are many musicians still around, such as Jamie Cullum.

## Miles Davis

*Solar*

		<ul style="list-style-type: none"><li>• Row, Row, Row your Boat</li></ul>		
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- Describe pieces of music in terms of their tempo, dynamics, timbre, pitch (pitch should specifically be taught in relation to staff notation), texture and structure.

**Structure-** The way a piece of music is built and what order the sections are in, such as through chapters or phases.

- Be able to listen to a piece of classical music and identify at which point different instruments are used in relation to the structure of the piece. *E.g. In the first chapter/phase, the strings come in, the texture gradually thickens and the dynamic gets louder.*

- To sing adapting voice to suit the mood of the piece, using different registers ('head voice' and 'chest voice') to take the lead in a performance at the right time.

- To sing in harmony with confidence and accuracy.
- To demonstrate appropriate expression in the voice when singing.
- To adapt voice to match the mood of the piece.

Children should learn to sing at least:

Trad. South Africa:

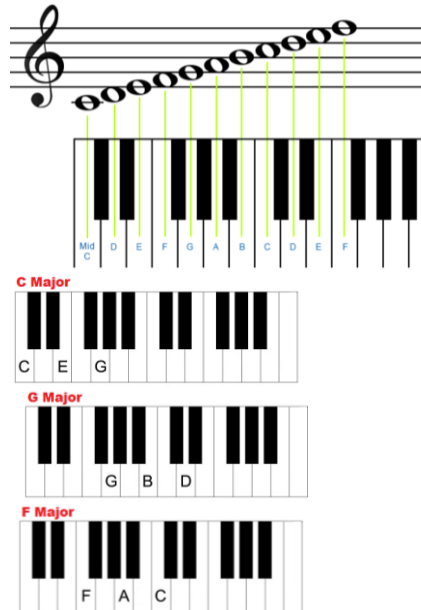
Siyahamba

- Junior Voiceworks 1:

Calypso

- Sing Up: Touch the Sky

- Play a melody beyond a 5 note range (basic hand position) and include a variety of chords (at least C, F and G) on the keyboard.



### Hip Hop

- Hip hop began in America Began in in the 1970s
- Began in New York when music was taken outside.
- Programmed beats, spoken words as vocals – rap
- Sample other (a recorded sound from another sing)
- Beat is strong and pronounced
- Rapping element came from Jamaica- a cross between rhythmic chanting and talking.
- Electronic sounds rather than acoustic instruments
- Content linked to own experiences and often struggle
- Complex rhyme pattern

















**Miles Davis**

*Solar*

		<ul style="list-style-type: none"><li>• Sing Up: Dona Nobis Pacem</li><li>• Sing Up: We are the Champions</li><li>• British National Anthem – God Save the Queen</li><li>• Sing Up: We Go Together</li><li>• Trad. Ghana: Senwa de Dende</li><li>• Sing Up: Be the Change</li><li>• Sing Up: One Moment, One People</li><li>• Sing Up: There's a Power in the Music</li></ul>		
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## Graphic notation

	1	2	3	4	5	6	7	8
Tambourine								
Woodblock								
Drum								
Triangle								

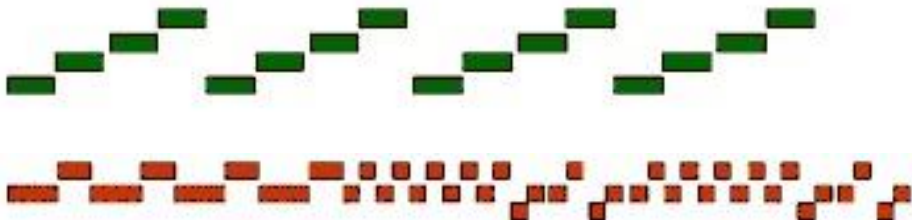
**Handwritten Musical Notation:**

**Jurassic Park T-rex arrives**





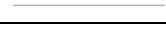
The shape of the line or symbol indicates the changing pitch.



The length of the bar indicates the length of the sound.

The higher the bar on the page, the higher the pitch. Different colours can be used to represent a different instrument.



Staff notation
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Classical name	Relative length	In time	Note Rest
Semibreve	Whole note	4 beats	
Minim	Half note	2 beats	
Crochet	Quarter note	1 beat	
Quaver	Eighth note	$\frac{1}{2}$ beat	
Semiquaver	Sixteenth note	$\frac{1}{4}$ beat	

 treble clef = higher pitch    
  bass clef = lower pitch

**4** **top:** how many notes in each bar  
**4** **bottom:** units of time you are counting in

Interrelated dimensions of music – introduced progressively through year groups	
Tempo	The speed of a piece of music. Fast, slow
Dynamics	The volume of a piece of music or note. Quiet, loud, crescendo, diminuendo
Timbre	The unique sound or tone quality of different instruments. Wood, metal, skin
Pitch	The highness or lowness of a note. High, low, medium.
Texture	How much sound we hear. Thick, thin, a capella, instrumental, orchestral
Structure	The way a piece of music is built and what order the sections are in. Section, repeat, verse, chorus, sandwich (e.g. ABA).

When listening and appraising, children should be able to listen for and discuss the following:		Year 3	Tempo Pitch Dynamics Timbre
FS2	Tempo Pitch	Year 4	Tempo Pitch Dynamics Timbre
Year 1	Tempo Pitch Dynamics	Year 5	Tempo Pitch Dynamics Timbre Texture
Year 2	Tempo Pitch Dynamics Timbre	Year 6	Tempo Pitch Dynamics Timbre Structure

The dimensions of music are interrelated. While children are introduced to them through discrete teaching progressively, it is not possible to listen to and learn about music without encountering all dimensions of music. The table below gives opportunities to explore these dimensions in listening paying, composing and performing music.

	Tempo and Pulse		Pitch	Dynamics	Timbre	Structure	Texture
<b>Year 1</b>	Play and sing at different speeds	Clap or tap a steady pulse while listening to a piece of music or a song	Repeat short melodic patterns on instruments or with my voice  Recognise high and low sounds	Play and sing quietly and loudly (Bjork's It's Oh So Quiet demonstrates dynamics well)	Describe the sounds that instruments make (e.g. squeaky)	Notice repeating sections in a piece of music or song	Combine instruments together in group compositions and performances
<b>Year 2</b>	Play and sing at different speeds	Clap or tap a steady pulse while listening to a piece of music or a song	Repeat longer melodic patterns on instruments or with my voice  Follow pitch movements with my hand, recognising high and low	Play and sing quietly and loudly	Listen to the sounds made by different instruments and compare  Recognise common instruments through sight and sound	Notice repeating sections in a piece of music or song	Combine instruments together in group compositions and performances
<b>Year 3</b>	Create changes in tempo when playing or singing, getting faster or slower  Adjust speed in response to the conductor's hand movements	Clap or tap a steady pulse while listening to a piece of music or a song and identify if the music speeds up or slows down	Tune myself to the conductor's voice and adjust as needed in response to the conductor's hand movements	Adjust volume in response to the conductor's hand movements	Know the differences between brass, strings, percussion and woodwind*  Identify brass, strings, percussion and woodwind when listening to music	Recognise, play and sing a simple ostinato (repeated phrase)  Recognise, play and sing a call and response  Play and sing in ternary form (ABA)	Recognise and explore how sounds can be combined (e.g. comparing a piece of music played by an orchestra and the same piece played on a single instrument/ comparing a capella and accompanied songs)
<b>Year 4</b>	Create changes in tempo when playing or singing, getting faster or slower  Adjust speed in response to the conductor's hand movements	Clap or tap a steady pulse while listening to a piece of music or a song and identify if the music speeds up or slows down	Sing songs in tune  Identify if a vocal note is out of tune	Create a crescendo and diminuendo when playing and singing	Identify some instruments within each of the instrument families when listening to music	Identify the different parts of a song (verse, chorus, bridge and instrumental) and the overall structure of the song	Recognise and explore how sounds can be combined (see above for example)

<b>Year 5</b>	Synchronise tempo as part of a group without a conductor (instruments or voice)	Identify the strong first beat of a bar  Identify if there are 2, 3 or 4 beats in a bar (2 time, 3 time and 4 time)	Sing songs in parts and maintain my own part  Adjust my voice to stay in tune	Read and respond to pp, p, mf, f and ff when playing, singing and listening	Identify some instruments within each of the instrument families when listening to music  Describe the effects of different sounds and instruments	Recognise, play and sing a 12-bar blues structure ( <i>Johnny B. Goode</i> by <i>Chuck Berry</i> (on Charanga) and <i>Rock Around the Clock</i> by <i>Bill Haley</i> are good examples)	Recognise and explore how sounds can be combined (see above for example)
<b>Year 6</b>	Synchronise tempo as part of a group without a conductor, including when the speed changes (instruments or voice)	Identify the strong first beat of a bar  Identify if there are 2, 3 or 4 beats in a bar (2 time, 3 time and 4 time)	Sing songs in parts and maintain my own part  Adjust my voice to stay in tune	Read and respond to pp, p, mf, f, ff, < and > when playing, singing and listening	Explain how choices of sounds or instruments are appropriate to the intentions of a piece	Recognise, play and sing a rondo with a repeating section or refrain (ABACA etc.) ( <i>Für Elise</i> is a good example of a repeating A section)	Recognise and explore how sounds can be combined (see above for example)

## Sources

Some suggestions of music, from a wide range of times, places and people, are as below:

### YEAR 1

Theme or type of music	Suggestions
Listening to stories and music together	<p>Peter and the Wolf with Prokofiev's score</p> <p>Owl Moon by Jane Yolen + Harry Potter theme</p> <p>The Very Busy Spider by Eric Carle + Scarlatti's Harpsichord Sonatas</p> <p>The Rainbow Fish by Marcus Pfister + The Aquarium from Saint-Saëns's The Carnival of the Animals</p> <p>Other ideas:  <a href="https://www.letsplaykidsmusic.com/stories-with-classical-music-and-movement/">https://www.letsplaykidsmusic.com/stories-with-classical-music-and-movement/</a> </p>

### YEAR 2

Theme or type of music	Suggestions
Listening to classical music set to animation	Individual animations from Fantasia

### YEAR 3

Theme or type of music	Piece	Suggested versions and listening points
Western art music	<b>Flight of the Bumble Bee</b> Nikolay Rimsky Korsakov	<p><a href="https://www.youtube.com/watch?v=P5UL1kh9qcM">https://www.youtube.com/watch?v=P5UL1kh9qcM</a></p> <ul style="list-style-type: none"> <li>Part of an opera called The Tale of Tsar Saltan</li> <li>Depicts the chaotic and ever-changing movement of a bumblebee</li> <li>Melody mostly played on strings</li> <li><b>Duration:</b> Lots of very short, very fast notes</li> </ul>
Western art music	<b>The Swan</b> Saint-Saëns	<p><a href="https://www.classicfm.com/discover-music/best-classical-music-for-kids/">https://www.classicfm.com/discover-music/best-classical-music-for-kids/</a></p> <ul style="list-style-type: none"> <li>Part of The Carnival of the Animals suite</li> <li>Melody played on a cello</li> <li>Slow tempo and legato (smooth) melody</li> </ul>
Film score	<b>The Great Escape theme</b> Elmer Bernstein	<ul style="list-style-type: none"> <li>Brass and percussion introduction makes it sound military</li> <li>Strong beat makes it sound like marching</li> <li>Some sections contain full orchestra with heavy brass, other sections just a single instrument (euphonium)</li> </ul>
Vocal music	<b>Gloria</b> Vivaldi	<ul style="list-style-type: none"> <li>Written about 1715</li> <li>Religious music praising God</li> </ul>

		<ul style="list-style-type: none"> <li>• Sung in 4 voices: soprano (high female), alto (low female), tenor (high male), bass (low male)</li> <li>• Energetic and happy</li> </ul>
Jazz/ blues/ swing and their derivatives	<b>Sing, Sing, Sing</b> Benny Goodman	<ul style="list-style-type: none"> <li>• Famous big band/ swing piece</li> <li>• Written in 1936</li> <li>• Percussion introduction, saxophones making the smoother sound, trumpets making the brassier sound, clarinet solo (played by Benny Goodman)</li> </ul>
Music from other times	<b>Greensleeves</b> Possibly Henry VIII	<ul style="list-style-type: none"> <li>• Can be played on any instrument but traditionally on a lyre</li> <li>• Mostly in a minor key (sounds sad) but the middle section in a major key (sounds happy)</li> </ul>
Music from other places	<b>Traditional Chinese music</b>	<ul style="list-style-type: none"> <li>• Traditionally built on the pentatonic scale (a scale with 5 notes, easily played on the keyboard as all the black notes)</li> </ul>
Non-Western popular styles	<b>Mundian To Bach Ke</b> Panjabi MC	<ul style="list-style-type: none"> <li>• Bhangra in style, which originated in the Punjab</li> <li>• Electronic instruments as well as traditional Indian instruments such as the dhol (a large traditional North Indian drum played with cane sticks) and the tumbi (a one-string fiddle which plays a three note riff)</li> </ul>
'Curveball'	<b>Sugar Plum Fairy</b> GlassDuo	<p><a href="https://www.youtube.com/watch?v=QdoTdG_VNV4">https://www.youtube.com/watch?v=QdoTdG_VNV4</a></p> <ul style="list-style-type: none"> <li>• The sound of the glasses is similar to the timbre of the celesta, which the music was originally composed for (tinkling sound)</li> <li>• Sound is created when vibrations of the glass affect the air inside the glass, with the amount of water added affecting the frequency (pitch)</li> </ul>
Your favourite piece of music		

YEAR 4

Theme or type of music	Piece	Suggested versions and listening points
Western art music	<b>The Waltz of the Flowers</b> Tchaikovsky	<a href="https://www.bbc.co.uk/programmes/p05dtrxx">https://www.bbc.co.uk/programmes/p05dtrxx</a> <a href="https://www.youtube.com/watch?v=MfusXCI6SEE">https://www.youtube.com/watch?v=MfusXCI6SEE</a> helps children see the music <ul style="list-style-type: none"> <li>• Compare with the version in Fantasia</li> <li>• ‘Swooping’ harp throughout</li> <li>• Waltz time (3 beats per bar)</li> <li>• Clarinet solo part at around 12s and 28s</li> </ul>
Western art music	<b>Für Elise</b> Beethoven	<ul style="list-style-type: none"> <li>• Compare traditional version with:  <a href="https://www.classicfm.com/discover-music/best-classical-music-for-kids/">https://www.classicfm.com/discover-music/best-classical-music-for-kids/</a> </li> <li>• Written in ABACA form (A section keeps coming back with different B and C sections)</li> <li>• Piano</li> <li>• Written in a minor key so it sounds sad</li> </ul>
Film score	<b>Jurassic Park theme</b> John Williams	<a href="https://www.youtube.com/watch?v=oEZh88vz8b8">https://www.youtube.com/watch?v=oEZh88vz8b8</a> <ul style="list-style-type: none"> <li>• Opens with a single brass instrument (French horn) then builds and builds into a richly textured piece</li> <li>• Not frightening but wondrous and beautiful – to demonstrate the beauty of the dinosaurs</li> </ul>
Vocal music	<b>Flower Duet</b> Léo Delibes	<ul style="list-style-type: none"> <li>• Two female voices – soprano and mezzo-soprano (Lakmé the mistress sings soprano – higher status – and Mallika the servant sings the slightly lower part)</li> <li>• Chorus and verses, sung in French</li> </ul>
Jazz/ blues/ swing and their derivatives	<b>In the Mood</b> Glenn Miller	<a href="https://www.youtube.com/watch?v=6vOUYry_5Nw">https://www.youtube.com/watch?v=6vOUYry_5Nw</a> <ul style="list-style-type: none"> <li>• Compare traditional version with:  <a href="https://www.youtube.com/watch?v=gOuLfqlS5Mc">https://www.youtube.com/watch?v=gOuLfqlS5Mc</a> </li> <li>• Famous big band/ swing piece</li> <li>• Tenor saxophone starts</li> <li>• Solos on saxophones and trumpet – these are often improvised (made up on the spot)</li> </ul>
Music from other times	<b>Hurrian Hymn No. 6</b>	<a href="https://www.youtube.com/watch?v=QpxN2VXPMLc">https://www.youtube.com/watch?v=QpxN2VXPMLc</a> <ul style="list-style-type: none"> <li>• The world’s oldest known melody (1400BCE), discovered in Syria in the 1950s</li> <li>• Played on the lyre, a U-shaped instrument with strings</li> </ul>
Music from other places	<b>Guadalajara</b> Mariachi Sol de México	<a href="https://www.youtube.com/watch?v=vtRn2qmmOes">https://www.youtube.com/watch?v=vtRn2qmmOes</a> <ul style="list-style-type: none"> <li>• Mariachi in style</li> <li>• Traditional music from Mexico</li> <li>• Typical instruments include violins, guitars, vihuelas (Mexican guitars), trumpets and a harp, as well as vocals</li> <li>• Though the songs often sound happy, they are usually sad or nostalgic in content. This example is about the city of Guadalajara in Mexico so is patriotic and emotional</li> </ul>

Non-Western popular styles	<b>Kang Mandor</b> Ujang Suryana	<a href="https://www.youtube.com/watch?v=F-3kPacSHk0">https://www.youtube.com/watch?v=F-3kPacSHk0</a> <ul style="list-style-type: none"> <li>• Gamelan in style (from Indonesia)</li> <li>• Ujang Suryana is blind</li> <li>• Main melody is played on xylophones</li> <li>• Lots of repetition throughout</li> <li>• Ujang Suryana plays the flute</li> </ul>
'Curveball'	<b>4'33"</b> John Cage	<a href="https://www.youtube.com/watch?v=yoAbXwr3qkg">https://www.youtube.com/watch?v=yoAbXwr3qkg</a> <ul style="list-style-type: none"> <li>• Composed for any instrument or combination of instruments in 1952</li> <li>• Performers are instructed not to play their instruments for the duration of the piece</li> <li>• The piece consists of the sounds in the environment that the listeners hear during the performance – any sound can be music</li> </ul>
Your favourite piece of music		



Theme or type of music	Piece	Suggested versions and listening points
Western art music	<b>Ride of the Valkyries</b> Richard Wagner	<ul style="list-style-type: none"> <li>Compare traditional version with: <a href="https://www.youtube.com/watch?v=JNnugpwVtv0">https://www.youtube.com/watch?v=JNnugpwVtv0</a></li> <li>Lots of ideas here, particularly in lesson 2 about trills/ wobbles, upward swoops and 3 note tune: <a href="http://downloads.bbc.co.uk/learning/tenpieces/KS2-3/Wagner/KS2%20-%20Primary/Ride%20of%20the%20Valkyries%20by%20Richard%20Wagner.pdf">http://downloads.bbc.co.uk/learning/tenpieces/KS2-3/Wagner/KS2%20-%20Primary/Ride%20of%20the%20Valkyries%20by%20Richard%20Wagner.pdf</a></li> <li><a href="https://www.bbc.co.uk/programmes/articles/4gdCGV8y3gxdKkrq3HP8S3M/ride-of-the-valkyries-from-die-walkure-by-richard-wagner">https://www.bbc.co.uk/programmes/articles/4gdCGV8y3gxdKkrq3HP8S3M/ride-of-the-valkyries-from-die-walkure-by-richard-wagner</a></li> </ul>
Western art music	<b>Canon in D</b> Pachelbel	<ul style="list-style-type: none"> <li>Compare traditional version with: <a href="https://www.youtube.com/watch?v=LV5_xj_yuhs">https://www.youtube.com/watch?v=LV5_xj_yuhs</a></li> <li>Steady ostinato throughout on the bass (two bars repeated over and over)</li> <li>Canon means several instruments playing the same melody but entering the music at different times</li> </ul>
Film score	<b>Jaws theme</b> John Williams	<ul style="list-style-type: none"> <li>Main theme is just two notes</li> <li>Tension builds throughout as dynamics and number of instruments playing increases</li> <li>More melodic middle section before main theme returns</li> <li>To watch John Williams conduct an orchestra and to see the instruments used: <a href="https://www.youtube.com/watch?v=E-sX2Y0W8l0">https://www.youtube.com/watch?v=E-sX2Y0W8l0</a></li> </ul>
Vocal music	<b>Hallelujah</b> George Frideric Handel	<ul style="list-style-type: none"> <li>Strings, trumpet, timpani and 4-part choir</li> <li>In a major key so it sounds happy</li> <li>'Hallelujah' is a motif that occurs throughout the piece</li> <li>Audiences stand when this section of the full piece is played as King George II did this when he heard it performed in London</li> <li>A comical version: <a href="https://www.classicfm.com/composers/handel/guides/monks-hallelujah-chorus/">https://www.classicfm.com/composers/handel/guides/monks-hallelujah-chorus/</a></li> </ul>
Jazz/ blues/ swing and their derivatives	<b>Summertime</b> Ella Fitzgerald and Louis Armstrong	<ul style="list-style-type: none"> <li>Sung as a lullaby in the Gershwin opera Porgy and Bess</li> <li>Trumpet solo to start, orchestral backing</li> <li>Two very distinct voices from Fitzgerald and Armstrong</li> <li>Scat singing from Armstrong – vocal improvisation with nonsense syllables</li> </ul>
Music from other times	<b>Dies Irae</b>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=Dir90NLDp-0">https://www.youtube.com/watch?v=Dir90NLDp-0</a></li> <li>Gregorian chant</li> <li>Single melodic line</li> <li>Sung in Latin</li> <li>A sacred song of the Roman Catholic Church</li> </ul>

Music from other places	<b>Scottish bagpipe music</b>	<ul style="list-style-type: none"> <li>• Compare a traditional track with: <a href="https://www.youtube.com/watch?v=t5DVhoel7AA">https://www.youtube.com/watch?v=t5DVhoel7AA</a></li> <li>• Bagpipes are a woodwind instrument with different pipes to create a melody or a drone sound, and a constant supply of air held in the bag</li> </ul>
Non-Western popular styles	<b>Magalenha</b> Carlinhos Brown	<a href="https://www.youtube.com/watch?v=KjC8bTrkxys">https://www.youtube.com/watch?v=KjC8bTrkxys</a> <ul style="list-style-type: none"> <li>• Samba in style (from Brazil)</li> <li>• Song builds from bells in the introduction to having vocals then a choir then the strong percussive bassline</li> </ul>
'Curveball'	<b>Despacito</b> It's a small world	<a href="https://www.youtube.com/watch?v=gBT5lmikXrs">https://www.youtube.com/watch?v=gBT5lmikXrs</a>
Your favourite piece of music		

YEAR 6

Theme or type of music	Piece	Suggested versions and listening points
Western art music	<b>Jupiter</b> Gustav Holst	<ul style="list-style-type: none"> <li>Compare traditional version with: <a href="https://www.youtube.com/watch?v=q3cpOrB1GW8">https://www.youtube.com/watch?v=q3cpOrB1GW8</a></li> <li>Part of a suite called The Planets, with each movement meant to convey ideas and emotions associated with each planet (this one being for Jupiter, the Bringer of Jollity)</li> <li><b>Pulse:</b> Starts in 2/4 time, then 3/4 when the horns come in at 1m36s, back to 2/4 then 3/4 again for the I Vow to Thee My Country section, played on cellos</li> <li><b>Texture:</b> Rich and orchestral</li> </ul>
Western art music	<b>Tocatta and Fugue in D Minor</b> Bach	<ul style="list-style-type: none"> <li>Compare traditional version with: <a href="https://www.youtube.com/watch?v=ipzR9bhei_o">https://www.youtube.com/watch?v=ipzR9bhei_o</a></li> <li>Composed for organ</li> <li>Tocatta means fast moving sections designed to show off the skill of the player</li> <li>Many melodic patterns repeated over and over but at different octaves (itches)</li> </ul>
Film score	<b>Edward Scissorhands theme</b> Danny Elfman	<ul style="list-style-type: none"> <li>Orchestra and vocals from a choir</li> <li>For instrumentation: <a href="https://www.youtube.com/watch?v=3VIFMtIZAs4">https://www.youtube.com/watch?v=3VIFMtIZAs4</a></li> <li>Magical and emotive</li> <li>Celesta delivers soft, twinkling sound</li> </ul>
Vocal music	<b>O Fortuna</b> Carl Orff	<ul style="list-style-type: none"> <li>Lyrics are from a medieval Latin poem about the Roman goddess of fortune, set to music in the 1930s by Carl Orff</li> <li>A cantata (choir accompanied by an orchestra)</li> <li>Extremely dramatic, building throughout in dynamics and drama</li> <li>Other ideas here: <a href="https://www.bbc.co.uk/teach/ten-pieces/carl-orff-carmina-burana-o-fortuna/zkhtwtly">https://www.bbc.co.uk/teach/ten-pieces/carl-orff-carmina-burana-o-fortuna/zkhtwtly</a></li> </ul>
Jazz/ blues/ swing and their derivatives	<b>The Entertainer</b> Scott Joplin	<p><a href="https://www.youtube.com/watch?v=TSOxBkF832I">https://www.youtube.com/watch?v=TSOxBkF832I</a></p> <ul style="list-style-type: none"> <li>Ragtime in style</li> <li>Written for piano</li> <li>Repeated sections throughout</li> <li>Left hand jumps up and down the keyboard</li> <li>Lots of syncopation (notes off the main beat) – very typical of ragtime</li> </ul>
Music from other places	<b>Traditional didgeridoo music from Aboriginal people of Australia</b>	<p><a href="https://www.youtube.com/watch?v=cLu9GmV2vF0">https://www.youtube.com/watch?v=cLu9GmV2vF0</a> (parts)</p> <ul style="list-style-type: none"> <li>The didgeridoo is a woodwind instrument but this musician also uses it as a percussion instrument as he flicks it</li> <li>Didgeridoo players can use 'circular breathing' so they are able to create a continuous sound, inhaling and exhaling simultaneously (for example, from 2m50 until 3m41s)</li> </ul>

Non-Western popular styles	<b>Vivir Mi Vida</b> Marc Anthony	<a href="https://www.youtube.com/watch?v=ziUICCKVL0U">https://www.youtube.com/watch?v=ziUICCKVL0U</a> <ul style="list-style-type: none"> <li>• Salsa in style</li> <li>• Music and salsa dancing go together</li> <li>• Originated in Cuba</li> <li>• Traditional instrumentation includes congas, bongos, bass, piano, tres, a horn section, and percussion (claves, guíro, or maracas) as well as vocals</li> </ul>
'Curveball'	<b>Stomp Out Loud</b> Stomp	<a href="https://www.youtube.com/watch?v=US7c9ASVfNc">https://www.youtube.com/watch?v=US7c9ASVfNc</a> <ul style="list-style-type: none"> <li>• Stomp uses the body and ordinary objects to create percussive music and physical theatre performances</li> </ul>
Your favourite piece of music		