

Golden Threads	Definition
Singing	Singing is the act of creating musical sounds with the voice.
Instruments	A musical instrument that produces a musical sound and is played by a human (this can include the voice).
Listening	Listening - To give one's attention to a sound.
Composition	Composition - The structure of a piece of music and/or the process of creating or writing a new piece of music.
Notation	The visual record of musical sound or a set of visual instructions for the performance of music.
Performance and evaluation	Performance is the musical process in which musical ideas are realised and transmitted to the listener. This builds through musicianship - pulse, beat, rhythm and pitch (KS1), to using instruments to perform and using notation (KS2). Evaluation – Listening to the sound and relating to it.
Historical Influence and composers	Historical Influence - The knowledge of the origins of music and how music has evolved over time. Composers – A composer is a person who creates music.



Christmas Carols / Poetry Recital

The children will learn how to sing simple songs from memory.

Nursery Rhymes and Songs

Children will be introduced to well-known nursery rhymes and songs.

Poetry Recital/ End of year play

Children will learn to sing with a sense of awareness of pulse and rhythm. They will learn to sing songs expressively and sing with an awareness of other performers.

Poetry Recital/ Easter Play

Children will continue to learn songs pitching their voice accurately and follow directions for getting louder (crescendo) and quieter (decrescendo).

Children are also given the opportunity to perform a range of songs in school assemblies.

Poetry Recital/ End of year play

Children will learn how to sing confidently as a class, in small groups and alone. They will also learn to sing songs with increasing control of breathing, posture and sound projection and sing songs in tune and with an awareness of other parts. Children will also learn to sing with expression and rehearse with others.

Year 6 choir

Children are given the opportunity to perform a range of songs as a choir in school performances to a wider audience.

90s RnB Unit

Children will create their own verse in a 4 part harmony.

EYFS

Year 1

Year 2

Year 3

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Christmas Nativity Play / Poetry Recital

Children will learn to sing with an awareness of other performers. They will learn to sing songs expressively and begin to sing with control of pitch.

Poetry Recital

Children will build on their knowledge of pulse and rhythm by learning songs where they will learn to perform songs using loud and soft voices (forte and piano). Children are also given the opportunity to perform a range of songs in school assemblies.

Poetry Recital

Children will learn how to sing confidently as a class, in small groups and alone. They will also learn to sing songs with increasing control of breathing, posture and sound projection and sing songs in tune and with an awareness of other parts.. Children will also learn to sing with expression and rehearse with others.



Instruments

A musical instrument that produces a musical sound and is played by a human (this can include the voice).

Explore the instrument box

Children to know that a drum is an instrument which can be banged to create a beat. Children will learn the names of a drum, tambourine, maraca, xylophone, violin, trumpet, tambourine, triangle, glockenspiel, piano.

Instruments of the orchestra

To learn the names of instruments in an orchestra.

Musical traditions - Indonesian Gamelan
Children will learn how to handle and play untuned instruments to create different sound effects.

Western Classical- Bolero by Ravel
To use metallic instruments, e.g. triangle to create sound effects.
Popular Music – Hound Dog by Elvis Presley
Use body percussion.

Musical Traditions – Caribbean Calypso

Children will learn to play untuned and tuned instruments with increasing control – Instruments to include boom whackers, bells and chime bars.

Western Classical – Symphony No.5 Beethoven

Children to use tuned percussion to identify phrases and play them by ear- glockenspiels
Popular Music – Take the 'A Train'

Musical Traditions – Sprinting Gazelle

Children will use recorders, chime bars and boom whackers to increase their accuracy, fluency, control and expression.

Western Classical – Connect it by Anna Meredith
Children will use their bodies as untuned percussion to make different sounds and to create different effects.

Popular Music – Say my name

Instruments to be identified – 808 (electronic drum machine), synthesiser (electronic machine and the wah wah (peddle played by guitarist.

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Name and recognise musical instruments

Learn the name of instruments in an orchestra – tuba, flutes, drum kits, saxophones, cello.
Listen to music from an orchestra and discuss the sounds that they can hear.

Musical Traditions- Fanfarra (Cabua-Le-le)

Use untuned percussion instruments to perform a steady beat.

Western Classical – Rondo alla Turca by Mozart

Learn how to perform a steady beat using untuned instruments.

Popular Music – With a little help from my friends

Learn to use their voices as instruments to respond to simple directions and sing collectively at the same pitch.

Instrument families

Children will be learning about four instrument families and sorting the different instruments into those families. They will also learn about how these instrument families are arranged in the orchestra.

Class Music Tuition

Year 3 are taught to play the cornet as a class This is a whole-class instrumental programme lasting for one term per class.

Musical Traditions -Jin- Go -La- Ba

Use the African drums, shakers and voices to identify and control different ways percussion instruments make sounds

Western Classical – English Folklore

Use the boom whackers to play accompaniments with control and accuracy.

Popular Music – Small town Boy

Children will be learning to use ICT to change and manipulate sounds.



Children to listen to familiar songs and rhymes and focus on:
Rhythm – stop, start, fast and slow
Structure – chorus and verse
Dynamics – loud and quiet.

Children listen to the music from their music units and respond in their own way to the music.
 Children identify the different patterns of sounds that they can hear.
Rhythm – beat, walking base line, crotchet.
Pitch and melody – walking bass line
Structure – 12-bar blues
Dynamics – loud (forte), quiet (piano), crescendo (getting louder), decrescendo (getting quieter)

Children listen to the music from their music units and respond in their own way to the music.
 Focus on:
Rhythm– syncopation, accelerando (getting faster) and rallentando (getting slower).
Structure – ostinato (continually repeated musical phrase or rhythm, repetition (32 bar form)
Dynamics – timbre (the quality of a sound or musical tone)
Harmony – chord harmony

Children listen to the music from their own music units and respond in their own way to the music.
 Focus on:
Rhythm – accelerando (getting faster), rallentando (getting slower) allegro (fast) adagio (slow)
Pitch and melody – pentatonic and diatonic scale, high and low
Structure – repetition, multiple sections, verse and chorus
Dynamics – timbre, staccato (detached), legato (smooth), mezzo piano (moderately quiet) and mezzo forted (moderately loud).

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Children listen to the music from their music units and respond in their own way to the music.
Rhythm– stop, start, fast, slow, speed, steady and beat.
Pitch and Melody - High and low
Structure - Improvise, copycat (call and response), sequence, chorus and verse
Dynamics - Loud and quiet

Children listen to the music from their music units and respond in their own way to the music.
Rhythm– Off beat rhythm and riff
Dynamics – Musical character

Children listen to the music from their music units and respond in their own way to the music.
 Focus on:
Rhythm– constant and gradual beat, down beat and simple time, pulse and riff.
Structure - ostinato (continually repeated musical phrase or rhythm)
Texture – Layered music
Dynamics - Project voices



Children will explore different sound sources and make sounds using classroom instruments.

Classical – Western Classical Bolero by Ravel

Use body percussion to create a steady beat e.g. stamp, stamp, clap, clap. Combine different patterns together to create a steady beat.

Popular Music Elvis Presley – Hound dog (Rock n Roll)

Compose a walking bass line of 12 bar blues by making a pattern with feet or hands. The children then need to create a clapping rhythm and have a crescendo at the end either using a drum or a table.

World Music –Baris Gong Kebyar of Peliatan

Compose a beat using percussion instruments to change the dynamic(quieter to louder) and to change the tempo (slower, to faster, to stop).

Classical – Beethoven Symphony No.5

To develop their knowledge of beat vs rhythm and compose the opening of a movement like the Beethoven symphony by using the glockenspiels. Follow the notes and repeat and build up the rhythm, melody and staccato.

World Music- Caribbean calypso Tropical Bird by Trinidad Steel Band

Children to create a syncopated beat e.g. 1,2 and 3,4,5,6 and 7,8 using the chime bars to recreate a high pitched sound similar to the steel pans. Choose 2 notes to complement each other.

World Music – Middle Eastern Folk 'Sprinting Gazelle' by Reem Kelani

Create a repeated clapping pattern in groups with one person playing the recorder.

Popular Music – 90s Rnb 'Say my Name' by Destiny's Child

Compose an RnB song in three parts: lyrics, tempo for the beat and the rhythm (syncopation)

Western Classical – Connect it by Anna Meredith

Children to compose their own music using untuned instruments – body percussion.

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Classical composer Mozart – Rondo Alla Turca from Sonata in A.

Children will compose a short piece of music to a 'marching' beat. Using untuned instruments to create the beat.

Popular Music The Beatles – With a little help from my friends

As a whole class, the children will change a few of the lyrics to this popular song. All children will then sing at the same time to the same tune.

World Music Brazilian Samba – Fanfarra (Cabua-Le-La) by Sergio Mendes and Carlinhos Brown

Children will be composing a rhythmical pattern. The teacher will play a pattern and the whole class will respond to contribute to a whole class composition.

Children will be using someone else's composition to follow simple notation whilst playing the cornet.

Classical – Three English Folk Songs by Ralph Vaughn Williams

To compose a variation of an original tune. Choose from 'Twinkle, twinkle, Baa baa black sheep or Hot cross buns. Children have a go at changing the rhythm, tempo, pitch or notes to create their variation. Make notations to remember the music.

Popular Music – Smalltown Boy by Bronski Beats

Use Song Maker on Chrome Lab to create a 30 second piece of pop music adding in lyrics.

World Music – Nigerian Drumming Jin-Go-La-Ba by Babatunde Olatunji

Use instruments (drums and boom whackers) to compose a piece of music that builds up the pattern and rhyme, keeping a steady beat.



Notation

The visual record of musical sound or a set of visual instructions for the performance of music.

Use long and short sounds.

Create long and short sounds on instruments.
Perform long and short sounds in response to symbols.

To know what crochets, minims, paired quavers and rests look like and what their value is and what a stave is.
Key vocabulary: Crochet, paired, quaver, minim, rest.

To know what crochets, minims, semibreves, paired quavers and semi quavers look like and what their value is.
To know the difference between 2/4, 3 / 4 and 4/4 time signature and how this is shown.
To know what a treble clef looks like and what it tells us.
To know what a stave is.
To know the difference between the pentatonic and diatonic scales are .
Key vocabulary: crotchet, paired quaver, minim, rest, semibreve, semiquaver, 2/4, ¾, 4/4 time signature, pentatonic and diatonic scales.

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Create long and short sounds on instruments.
Perform long and short sounds in response to symbols.

Play and sing phrases from dot notation.

To know what crochets, minims, semibreves, paired quavers and semi quavers look like and what their value is.
To know what a 4/4 time signature is and how this is shown.
To know the
To know what c-c sounds like
Key vocabulary: crotchet, paired quaver, minim, rest, semibreve, semiquaver, 4/4 time signature



Music

Performance and evaluation

Performance and evaluation

Performance is the musical process in which musical ideas are realised and transmitted to the listener
Evaluation – Listening to the sound and relating to it.

Children will perform a song to an audience for their **class poetry recital**. They will also perform some Christmas songs for their families.

The focus in Key stage 1 is on **Musicianship**
Children will develop their knowledge of pulse and beat by creating a faster or slower pace and mark the beat of a listening beat by tapping or clapping the rhythm (Bolero). They will walk in time to the beat of the music (Pop – Hound Dog)
They will also perform a song for their Poetry recital and perform in their end of year play .
Local music group – drummers

In all three music units, the children will perform their compositions to their class audience – they will evaluate their own performance and appreciate others. Children will perform a song for their **class poetry recital**.
They will perform some songs in their **Easter play**.
Local music hub – music festival

In all three music units, the children will perform their compositions to their class audience – they will evaluate their own performance and appreciate others.
They will perform some songs in their **end of year play**.
Some children will participate in a year 6 **choir** and perform to a wider audience.

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Year 6

The focus in Key stage 1 is on **Musicianship**
In year 1, children will march to a steady beat, changing the speed of the beat as the tempo changes (Classical unit)
They will learn how to perform copycat rhythms (World music unit)
And they will learn about pitch whilst performing familiar songs (Pop unit)
They will also perform a song for their Poetry recital and perform in their Nativity play.

Children will perform a song for their class **poetry recital** in front of the Juniors and parents/ carers.
The children will have a class performance of them playing the **cornets** from their music tuition.
Children will learn to play and perform melodies on the cornet following **staff notation** using a small range.

In all three music units, the children will perform their compositions to their class audience – they will evaluate their own performance and appreciate others.
Children will perform a song for their **class poetry recital**.



Music

Historical Influence and composers

Historical Influence and Composers

Historical Influence - The knowledge of the origins of music and how music has evolved over time.
Composers – A composer is a person who creates music.

Traditional nursery rhymes and songs
Learn where these have originated from

Classical – Western Classical Bolero by Ravel

To know that although it is considered to be 'Western classical' music, it was actually composed in the 20th century. To know that this composer was from France and lived over 100 years ago.

Popular Music Elvis Presley – Hound dog (Rock n Roll)

To know that this music originated in the United States in the late 1940s/1950s. To learn how rock n roll combines many kinds of music e.g. country, folk, gospel, jump blues.

World Music –Baris Gong Kebyar of Peliatan

To know that this music originated in Indonesia and to know that different countries have different musical traditions.

Classical – Beethoven Symphony No.5

To know that Ludwig Van Beethoven was a German composer and pianist born in 1770 and that he is one of the most widely admired composers in the history of Western music.

Popular Music – Take the A Train by Billy Strayhorn

To know that jazz music originated in the African-American communities of New Orleans, USA in the late 19th and early 20th centuries. This type of jazz music dominated the jazz scene during WW2.

World Music- Caribbean calypso Tropical Bird by Trinidad Steel Band

To know that calypso music is a style of Afro-Caribbean music that originated in Trinidad and Tobago and the main instrument is the steelpan drums.

Western Classical – Connect it by Anna Meredith

To know that Anna is a modern composer and that 'Connect it' was written to be played by large groups of body percussion.

Popular Music – 90s Rnb 'Say my Name' by Destiny's Child

To know that RnB (Rhythm and Blues) is a genre of popular music that originated in African-American communities in the 1940s. The key features are keyboard based instruments, incorporation of Hip Hop and smooth vocals.

World Music – Middle Eastern Folk 'Sprinting Gazelle' by Reem Kelani

To know that this music style originates from the Middle East and the instruments in this song are the yarghul, nay and a daf (wind instruments and drum).

EYFS

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Year 6

Classical composer Mozart – Rondo Alla Turca from Sonata in A.

To learn that Mozart lived over 200 years ago and was born in Austria.

Popular Music The Beatles – With a little help from my friends

To learn that the Beatles wrote Pop music and that they were from Liverpool in the UK (era late 1950s to 1970s and still popular).

World Music Brazilian Samba – Fanfarra (Cabua-Le-La) by Sergio Mendes and Carlinhos Brown

To learn that samba is a type of dance music and that samba music originates from Brazil.

Night on a Bare Mountain by Mussorgsky

To recognise where this music originates from.

Sahela Re by Kishori Amonkar

To recognise where this music originates from.

I got you (I feel good) by James Brown (funk music)

To understand that funk music began in the late 1960s and to understand that the key features of funk music are groovy rhythms, electric string instruments and woodwind.

Classical – Three English Folk Songs by Ralph Vaughn Williams

To know that he was a composer from England and to know that folk songs aren't normally played by an orchestra but that Ralph adapted them.

Popular Music – Smalltown Boy by Bronski Beats

To know that it was originally released in 1984 but was re-released in 2013 and that a riff is a short-repeated phrase. Children will also learn what a synthesizer is.

World Music – Nigerian Drumming Jin-Go-La-Ba by Babatunde Olatunji

To know that Babatunde was born in Nigeria in 1927. He brought the sounds of Nigerian drumming to a worldwide audience and he moved to America as a music influencer.

