

Seething and Mundham Primary School Music Curriculum

Intention:

Our music education should be fun and engaging for all concerned. We believe that music has a role to play in every aspect of all of our lives, wherever and whoever we are. Music education as an active - rather than a passive - experience. This is not just in the way that every lesson involves hands-on musicianship for every child, but also in the way we encourage learners to engage with and inquire into the broader role music plays or enjoys in our lives and society.

Our Music Curriculum follows spiral approach to musical learning. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing increasing musical confidence, while constantly being gently challenged to go further. The academic year is divided into six units, each corresponding with one of the recurring Social Themes. Teachers assess the different levels of understanding at various points of the lesson and allow time to recap concepts where necessary helping to embed learning.

Aims:

EYFS

Pupils will be taught to:

- Begin to use their voices expressively and creatively by singing songs
- Begin to listen with concentration and understanding to a range of high-quality live and recorded music
- Begin to experiment with, create, select and combine sounds using the interrelated dimensions of music

KS1

Pupils will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

KS2

In addition to the above, KS2 pupils will 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.

Connecting Across The Curriculum

Year 1

Topics include:

- Counting
- Days of the week
- Parts of the body
- Counting backwards from 10
- Animals from around the world
- Insects
- Our planets
- PSHE
- Stories
- Shapes

Year 4

Topics include:

- Friends and people we meet
- How people and children used to live
- Connecting with the past
- Music from different cultures
- Music and dancing
- Music and freedom

Year 2

Topics include:

- The importance of communication
- Working and playing together
- Stories
- Caring about other people
- Music from different parts of the world
- Playing in a band together
- Nature: the sun
- Identity and accepting one another

Year 5

Topics include:

- School
- Heroes
- The solar system
- Space
- Freedom

Year 3

Topics include:

- Your place in your family
- Making friends and understanding each other
- Using your imagination
- Life in different countries
- The way people lived
- Families
- Nature, the environment
- Connections with the past

Year 6

Topics include:

- Understanding feelings
- Friendship, kindness and respect
- Standing up for democracy and eliminating oppression
- Knowing our cultural roots
- Engaging to protect and care for our planet earth: ecosystems, recycling, etc

Seething and Mundham Primary School Music Curriculum

EYFS

*for more detail see the EYFS curriculum

Communication and Language: Listening, Attention and Understanding.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Expressive Arts and Designs: Being imaginative and expressive.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

KS1 & KS2

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

Seething and Mundham Primary School Music Curriculum

EYFS Musicianship-Understanding Music Reception

KS1 Musicianship-Understanding Music Year 1

- Use body percussion, instruments and voices.
- In the key centres of: C major, F major, G major and A minor.
- Find and keep a steady beat together.
- Understand the difference between creating a rhythm pattern and a pitch pattern.
- Copy back simple rhythmic patterns using long and short.
- Copy back simple melodic patterns using high and low.
- Complete vocal warm-ups with a copy back option to use Solfa.

Year 2

- Sing short phrases independently.
- Use body percussion, instruments and voices.
- In the key centres of: C major, G major and A minor.
- Find and keep a steady beat.
- Copy back simple rhythmic patterns using long and short.
- Copy back simple melodic patterns using high and low.
- Complete vocal warm-ups with a copy back option to use Solfa.
- Sing short phrases independently.

Lower KS2 Musicianship-Understanding Music Year 3

- Use body percussion, instruments and voices.
- In the key centres of: C major, F major, G major and A minor.
- In the time signatures of: 2/4, 3/4 and 4/4.
- Find and keep a steady beat.
- Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.
- Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C

Year 4

- Use body percussion, instruments and voices.
- In the key centres of: C major, F major, G major and A minor.
- In the time signatures of: 2/4, 3/4 and 4/4.
- Find and keep a steady beat.
- Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.
- Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G

Upper KS2 Musicianship-Understanding Music Year 5

- Use body percussion, instruments and voices.
- In the key centres of: C major, G major, D major, F major and A minor.
- In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.
- Find and keep a steady beat.
- 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.
- Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#

Year 6

- Use body percussion, instruments and voices.
- In the key centres of: C major, G major, D major, A minor and D minor.
- In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.
- Find and keep a steady beat.
- Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
- Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G

Seething and Mundham Primary School Music Curriculum

EYFS Listening

- Know twenty nursery rhymes off by heart.
- Know the stories of some nursery rhymes.
- Talk about feelings created by the music.
- Move and dance with the music.

KS1 Listening

Year 1

- Move and dance with the music.
- Find the steady beat.
- Talk about feelings created by the music.
- Recognise some band and orchestral instruments.
- Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus.
- Begin to understand where the music fits in the world.
- Begin to understand about different styles of music.

Year 2

- Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.
- Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.
- Move and dance with the music confidently. Talk about how the music makes you feel.
- Find different steady beats.
- Describe tempo as fast or slow.
- Describe dynamics as loud or quiet.
- Join in sections of the song, eg call and response.
- Start to talk about the style of a piece of music.
- Recognise some band and orchestral instruments.
- Start to talk about where music might fit into the world.

Lower KS2 Listening

Year 3

- Share your thoughts and feelings about the music together.
- Find the beat or groove of the music.
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Invent different actions to move in time with the music.
- Talk about what the song or piece of music means.
- Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song.
- Talk about the style of the music.

Year 4

- Talk about the words of a song.
- Think about why the song or piece of music was written.
- Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.
- Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to.
- Discuss the structures of songs.
- 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
- Explain what a main theme is and identify when it is repeated.
- Know and understand what a musical introduction is and its purpose.
- Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato.
- Recognise the following styles and any important musical features that

Upper KS2 Listening

Year 5

- Talk about feelings created by the music.
- Justify a personal opinion with reference to Musical Elements.
- Find and demonstrate the steady beat.
- Identify 2/4, 3/4, 6/8 and 5/4 metre.
- Identify the musical style of a song or piece of music.
- Identify instruments by ear and through a range of media.
- Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.
- Explain a bridge passage and its position in a song.
- Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.
- Explain the role of a main theme in musical structure.
- Know and understand what a musical introduction is and its purpose.
- Explain rapping.
- Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.

Year 6

Above and

- Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as

Seething and Mundham Primary School Music Curriculum

			<p>distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p>
	<p>EYFS Singing Reception</p> <ul style="list-style-type: none"> ○ Sing or rap nursery rhymes and simple songs from memory. ○ Know that songs have sections. 	<p>KS1 Singing</p> <ul style="list-style-type: none"> ○ Year 1 ○ Sing, rap, rhyme, chant and use spoken word. ○ Demonstrate good singing posture. ○ Sing songs from memory. ○ Copy back intervals of an octave and fifth (high, low). ○ Sing in unison. ○ Yr 2 ○ Sing as part of a choir. ○ Demonstrate good singing posture. Sing songs from memory and/or from notation. ○ Sing to communicate the meaning of the words. ○ Sing in unison and sometimes in parts, and with more pitching accuracy. ○ Understand and follow the leader or conductor. ○ Add actions to a song. ○ Move confidently to a steady beat. Talk about feelings created by the music/song. ○ Recognise some band and orchestral instruments. ○ Describe tempo as fast or slow. ○ Join in sections of the song, eg chorus. ○ Begin to understand where the music fits in the world. ○ Begin to talk about and understand the style of the music. 	<p>Lower KS2 Singing Year 3</p> <ul style="list-style-type: none"> ○ Sing as part of a choir. ○ Sing a widening range of unison songs, of varying styles and structures. ○ Demonstrate good singing posture. Perform actions confidently and in time to a range of action songs. ○ Sing songs from memory and/or from notation. ○ Sing with awareness of following the beat. Sing with attention to clear diction. ○ Sing expressively, with attention to the meaning of the words. ○ Sing in unison. ○ Understand and follow the leader or conductor. ○ Copy back simple melodic phrases using the voice <p>Year 4</p> <ul style="list-style-type: none"> ○ Rehearse and learn songs from memory and/or with notation. ○ Sing in different time signatures: 2/4, 3/4 and 4/4. ○ Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. ○ Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. ○ Sing 'on pitch' and 'in time'. ○ Sing expressively, with attention to breathing and phrasing. ○ Sing expressively, with attention to staccato and legato. ○ Talk about the different styles of 	<p>Upper KS2 Singing Year 5</p> <ul style="list-style-type: none"> ○ Rehearse and learn songs from memory and/or with notation. ○ Sing in 2/4, 3/4, 4/4 and 6/8 time. ○ Sing in unison and parts, and as part of a smaller group. ○ Sing 'on pitch' and 'in time'. ○ Sing a second part in a song. ○ Self-correct if lost or out of time. ○ Sing expressively, with attention to breathing and phrasing. ○ Sing expressively, with attention to dynamics and articulation. ○ Develop confidence as a soloist. ○ 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. Respond to a leader or conductor. <p>Year 6</p> <ul style="list-style-type: none"> ○ 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, with a good sense of ensemble and performance. ○ This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. ○ Sing with and without an accompaniment. ○ Sing syncopated melodic patterns.

Seething and Mundham Primary School Music Curriculum

			<p>singing used for different styles of song.</p> <ul style="list-style-type: none"> ○ Talk about how the songs and their styles connect to the world. 	<p>Demonstrate and maintain good posture and breath control whilst singing.</p> <ul style="list-style-type: none"> ○ Sing expressively, with attention to breathing and phrasing. ○ Sing expressively, with attention to dynamics and articulation. ○ Lead a singing rehearsal. ○ Talk about the different styles of singing used for the different styles of songs sung in this year. ○ Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.
EYFS Notation N/A	<p>KS1 Notation Year 1</p> <ul style="list-style-type: none"> • Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G • Improvise simple vocal patterns using 'Question and Answer' phrases. • Understand the difference between creating a rhythm pattern and a pitch pattern. <p>Year 2</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A • Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played 	<p>Lower KS2 Notation Year 3</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D • Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. • Compose over a simple groove. • Compose over a drone. • Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end. <p>Year 4</p> <ul style="list-style-type: none"> • Explore improvisation within a major 	<p>Upper KS2 Notation Year 5</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale, using the notes: C, D, E^b, F, G C, D, E, F, G C, D, E, G, A F, G, A, B^b, C D, E, F, G, A • Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. • Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). <p>Year 6</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B^b, C, D G, A, B, C, D F, G, A, C, D • Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics 	

Seething and Mundham Primary School Music Curriculum

		<p>on untuned percussion, creating a musical conversation</p>	<p>scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F\sharp, A, B D, E, F, G, A</p> <ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. • Improvise over a simple chord progression. • Improvise over a groove. 	<p>and articulation.</p>
<p>EYFS Playing Instruments</p> <ul style="list-style-type: none"> ○ Explore classroom instruments. 		<p>KS1 Playing Instruments</p> <p>Year 1</p> <ul style="list-style-type: none"> ○ Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor. <p>Year 2</p> <ul style="list-style-type: none"> ○ Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. 	<p>Lower KS2 Playing Instruments</p> <p>Year 3</p> <ul style="list-style-type: none"> ○ Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. ○ Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder. <p>Year 4</p> <ul style="list-style-type: none"> ○ Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major 	<p>Upper KS2 Playing Instruments</p> <p>Year 5</p> <ul style="list-style-type: none"> ○ Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E\flat major, C minor and D minor. ○ Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance. <p>Year 6</p> <ul style="list-style-type: none"> ○ Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E\flat major, C minor and D minor. ○ Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.

Seething and Mundham Primary School Music Curriculum

<p>EYFS Creating: Improvising</p> <ul style="list-style-type: none"> ○ Move with the pulse of the music. ○ Know that words of songs can tell stories and paint pictures. 	<p>KS1 Creating: Improvising</p> <p>Year 1</p> <ul style="list-style-type: none"> • Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G • Improvise simple vocal patterns using 'Question and Answer' phrases. • Understand the difference between creating a rhythm pattern and a pitch pattern. <p>Year 2</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A • Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. 	<p>Lower KS2 Creating: Improvising</p> <p>Year 3</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D • Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching), • inventing short 'on-the-spot' responses using a limited note-range. • Compose over a simple groove. • Compose over a drone. • Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end. <p>Year 3</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A • Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. • Improvise over a simple chord progression. • Improvise over a groove. 	<p>Upper KS2 Creating: Improvising</p> <p>Year 5</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale, using the notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A • Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. • Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). <p>Year 6</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D • Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.
---	--	--	---

Seething and Mundham Primary School Music Curriculum

<p>EYFS Creating: Composing</p>	<p>KS1 Creating: Composing Year 1</p> <ul style="list-style-type: none"> ○ Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. ○ Create a story, choosing and playing classroom instruments and/or soundmakers. ○ Recognise how graphic notation can represent created sounds. ○ Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds. Use simple notation if appropriate: Create a simple melody using crotchets and minims: ○ C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C ○ Start and end on the F ○ Start and end on the note D 	<p>Lower KS2 Creating: Composing Year 3</p> <ul style="list-style-type: none"> ● Create music and/or sound effects in response to music and video stimulus. ● Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. ● Compose over a drone. ● Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. ● Use simple dynamics. ● Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. ● Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A ● Start and end on the note C (Pentatonic on C) Start and end on the note C (C major) Start and end on the note F (F major) Start and end on the note G (Pentatonic on G) 	<ul style="list-style-type: none"> ● Upper KS2 Creating: Composing ● Year 5 ● Create music in response to music and video stimulus. ● Use music technology, if available, to capture, change and combine sounds. ● Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). ● Use chords to compose music to evoke a specific atmosphere, mood or environment. ● Use simple dynamics. ● Use rhythmic variety. ● Compose song accompaniments, perhaps using basic chords. ● Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). ● Use full scales in different keys. ● Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments. ● Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality ● F, G ● F, G, A ● F, G, A, B\flat ● F, G, A, B\flat, C ● Start and end on the note F (F major)
	<p>Year 2</p> <ul style="list-style-type: none"> ○ Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. ○ Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. ○ Create a story, choosing and playing classroom instruments. ○ Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. ○ Use music technology, if available, to capture, change and combine 	<p>Year 4</p> <ul style="list-style-type: none"> ● Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. ● Compose over a simple chord progression. ● Compose over a groove. ● Create music in response to music and video stimulus. 	

Seething and Mundham Primary School Music Curriculum

		<p>sounds. Use notation if appropriate:</p> <ul style="list-style-type: none"> ○ Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) ○ Start and end on the note G (Pentatonic on G) ○ Start and end on the note F (Pentatonic on F) 	<ul style="list-style-type: none"> • Use music technology, if available, to capture, change and combine sounds. • Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. • Use simple dynamics. • Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. • Create a melody using crotchets, minims, quavers and their rests. • Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A • Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G • Start and end on the note C (C major) A, B A, B, C A, B, C, D A, B, C, D, E • Start and end on the note A (A minor) D, E D, E, F D, E, F, G D, E, F, G, A • Start and end on the note D (D minor) G, A G, A, B G, A, B, D G, A, B, D, E • Start and end on the note G (Pentatonic on G) 	<ul style="list-style-type: none"> • G, A • G, A, B • G, A, B, C • G, A, B, C, D • Start and end on the note G (G major) • G, A • G, A, B • G, A, B, D • G, A, B, D, E • Start and end on the note G (Pentatonic G) • D, E • D, E, F • D, E, F, G • D, E, F, G, A • Start and end on the note D (D minor) • E^b, F • E^b, F, G • E^b, F, G, B^b • E^b, F, G, B^b, C • Start and end on the note E^b (E^b major) • Year 6 • Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. • Create a simple chord progression. • Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. • Create music in response to music
--	--	--	--	--

Seething and Mundham Primary School Music Curriculum

			<p>and video stimulus.</p> <ul style="list-style-type: none"> • Use music technology, if available, to capture, change and combine sounds. • Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). • Use simple dynamics. • Use rhythmic variety. • Compose song accompaniments, perhaps using basic chords. • Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud and mezzo piano (moderately quiet). • Use full scales in different keys. • Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: <ul style="list-style-type: none"> C, D C, D, E C, D, E, F C, D, E, F, G • Start and end on the note C (C major) <ul style="list-style-type: none"> G, A G, A, B G, A, B, D G, A, B, D, E • Start and end on the note G (Pentatonic on G) <ul style="list-style-type: none"> D, E D, E, F D, E, F, G D, E, F, G, A • Start and end on the note D (D minor)
--	--	--	---

Seething and Mundham Primary School Music Curriculum

			<p>F, G F, G, A F, G, A, C F, G, A, C, D</p> <ul style="list-style-type: none"> • Start and end on the note F (Pentatonic on F) <p>F, G F, G, Ab F, G, Ab, Bb F, G, Ab, Bb, C</p> <ul style="list-style-type: none"> • Start and end on the note F (F minor)
<p>EYFS Performing</p> <ul style="list-style-type: none"> ○ Know that a performance is sharing music. ○ Perform any of the nursery rhymes by singing and adding actions or dance. ○ Perform any nursery rhymes or songs adding a simple instrumental part. ○ Record the performance to talk about. 	<p>KS1 Performing</p> <p>Year 1</p> <ul style="list-style-type: none"> ○ Enjoy and have fun performing. ○ Choose a song/songs to perform to a well-known audience. ○ Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. ○ Play some simple instrumental parts. <p>Year 2</p> <ul style="list-style-type: none"> ○ Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. ○ Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. ○ Talk about what the song means and why it was chosen to share. ○ Talk about the difference between rehearsing a song and performing it. 	<p>Lower KS2 Performing</p> <p>Year 3</p> <ul style="list-style-type: none"> ○ Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. ○ Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. ○ Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. ○ Talk about what the song means and why it was chosen to share. ○ Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment. <p>Year 4</p> <ul style="list-style-type: none"> ○ Rehearse and enjoy the opportunity to share what has been learned in the lessons. ○ Perform, with confidence, a song from memory or using notation. ○ Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. ○ Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. 	<p>Upper KS2 Performing</p> <p>Year 5</p> <ul style="list-style-type: none"> ○ Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. ○ Perhaps perform in smaller groups, as well as the whole class. ○ Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra. ○ Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. ○ Explain why the song was chosen, including its composer and the historical and cultural context of the song. ○ A student leads part of the rehearsal and part of the performance. ○ Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. ○ Discuss and talk musically about the strengths and weaknesses of a performance. ○ Collect feedback from the audience and reflect how future performances

Seething and Mundham Primary School Music Curriculum

			<ul style="list-style-type: none"> ○ Explain why the song was chosen, including its composer and the historical and cultural context of the song. ○ Communicate the meaning of the words 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. 		<p>might be different.</p> <p>Year 6</p> <ul style="list-style-type: none"> ○ Create, rehearse and present a holistic performance for a specific event, for an unknown audience. ○ Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. ○ Perform from memory or with notation. Understand the value of choreographing any aspect of a performance. ○ A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it. Record the performance and compare it to a previous performance. ○ Collect feedback from the audience and reflect how the audience believed in the performance. ○ Discuss how the performance might change if it was repeated in a larger/smaller performance space.
--	--	--	---	--	---

