

Durham Lane Primary School: Music Curriculum

National Curriculum aims for music:

- 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
- To learn to sing and 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.
- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Year Group	NC Objectives	Knowledge and understanding- Key Knowledge in bold	Key Vocabulary (blue words are those taught in previous years)	Key Skills	Activities/ Tasks Please refer to The Charanga Music scheme for Year 1 to Year 6 for full planning.
EYFS	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.	<p>Listen and respond</p> <ul style="list-style-type: none"> • To know nursery rhymes off by heart. • To know the stories of some of the nursery rhymes. <p>Explore and create</p> <ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. <p>Singing</p> <ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory • Songs have sections. <p>Share and respond</p> <ul style="list-style-type: none"> • A performance is sharing music. 	<p>Nursery rhymes</p> <p>Beat</p> <p>Rhythm</p> <p>Pulse</p> <p>High</p> <p>Low</p> <p>Pitch</p>	<p>Listen and respond</p> <ul style="list-style-type: none"> • To learn that music can touch your feelings • To enjoy moving to music by dancing, marching, being animals or Pop stars <p>Explore and create</p> <ul style="list-style-type: none"> • Find the pulse by and finding different ways to keep the pulse • Copy basic rhythm patterns of single words, building to short phrases. • Explore high and low using voices. Listen to high-pitched and low-pitched sounds on a glockenspiel • Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany songs. <p>Singing</p> <ul style="list-style-type: none"> • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. <p>Share and respond</p> <ul style="list-style-type: none"> • 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>Autumn</p> <p>Me</p> <p>My Stories</p> <p>Spring</p> <p>Everyone</p> <p>Our World</p> <p>Summer</p> <p>Big Bear Funk</p> <p>Reflect, Rewind and Replay</p>

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YEAR 1	<p>1) To be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>2) To be able to play tuned and untuned musically.</p> <p>3) To be able to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>4) To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Listen and appraise</p> <ul style="list-style-type: none"> To know some songs off by heart and know what the songs are about. To know and recognise the sound and names of some of the instruments used in the songs. <p>Singing</p> <ul style="list-style-type: none"> To be able to sing songs, rhymes or raps from memory. <p>Playing</p> <ul style="list-style-type: none"> To begin to play simple notes on instruments. To begin to know some names of the notes in their instrumental part from memory or when written down. To begin to know the names of the instruments they are playing. <p>Improvisation</p> <ul style="list-style-type: none"> To know improvisation is about making up your own tunes on the spot. To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To begin to improvise using range of instruments. <p>Composition</p> <ul style="list-style-type: none"> Composing is like writing a story with music and to begin to help compose melodies. <p>Performance</p> <p>To know a performance is sharing music with other people, called an audience.</p>	<p>Musical terms</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Improvise</p> <p>Compose</p> <p>Melody</p> <p>Perform</p> <p>Musical Instruments</p> <p>Bass guitar</p> <p>Drums</p> <p>Keyboard</p> <p>Percussion</p> <p>Trumpets</p> <p>Saxophones</p> <p>Musical styles</p> <p>Blues</p> <p>Baroque</p> <p>Latin</p> <p>Irish Folk</p> <p>Funk</p> <p>Rap</p> <p>Other</p> <p>Singers</p> <p>Audience,</p> <p>Imagination.</p>	<p>Listen and appraise</p> <ul style="list-style-type: none"> To enjoy moving to music by dancing, marching, being animals or pop stars.. <p>Singing</p> <ul style="list-style-type: none"> Confidently sing or rap songs from memory and begin to sing them in unison. <p>Playing</p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Listen to and follow musical instructions from a leader. <p>Improvisation</p> <ol style="list-style-type: none"> Clap and Improvise - Listen and clap back, then listen and clap own answer (rhythms of words). Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! - Take it in turns to improvise using one note. <p>Composition</p> <ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. <p>Performance</p> <ul style="list-style-type: none"> Choose a song they have learnt and perform it. Record the performance and say how they were feeling about it. 	<p>Autumn</p> <p>Hey You</p> <p>Rhythm in the Way we walk and Banana Rap.</p> <p>Spring</p> <p>In the Groove</p> <p>Round and Round</p> <p>Summer</p> <p>Your Imagination</p> <p>Reflect, Rewind and Replay</p>

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YEAR 2	<p>1) To be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>2) To be able to play tuned and untuned musically.</p> <p>3) To be able to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>4) To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Listen and appraise</p> <ul style="list-style-type: none"> To know some songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. <p>Singing</p> <ul style="list-style-type: none"> To confidently know and sing some songs from memory, including other ways of using the voice e.g. rapping (spoken word). To know that unison is everyone singing at the same time and to begin to sing in a group. To know why we need to warm up our voices. <p>Playing</p> <ul style="list-style-type: none"> To know how to play some simple notes. To know the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments played in class. <p>Improvisation</p> <ul style="list-style-type: none"> To know that improvisation is making up your own tunes on the spot. To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that everyone can improvise, and you can use one or two notes. Begin to improvise using 1 or 2 notes. <p>Composition</p> <ul style="list-style-type: none"> To know that composing is like writing a story with music. To know that everyone can compose and begin to compose on their own or in groups. <p>Performance</p> <ul style="list-style-type: none"> To know a performance is sharing music with an audience. To know a performance can be a special occasion and to be confident to perform to an audience. 	<p>Musical terms</p> <p>Pulse Rhythm Pitch Improvise Compose Melody Perform Bass Dynamics Tempo</p> <p>Musical Instruments</p> <p>Bass guitar Drums Keyboard Percussion Trumpet Saxophone Electric guitar Glockenspiel.</p> <p>Musical styles</p> <p>Rap Reggae</p> <p>Other</p> <p>Singers Audience, Imagination Question and answer Groove</p>	<p>Listen and appraise</p> <ul style="list-style-type: none"> Enjoy moving to music by dancing, marching, being animals or pop stars Enjoy songs telling a story/ describe an idea. <p>Singing</p> <ul style="list-style-type: none"> Sing a range of songs alone and in unison. Make different types of sounds with their voices - you can rap (spoken word with rhythm). <p>Playing</p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. <p>Improvisation</p> <ol style="list-style-type: none"> Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! - Take it in turns to improvise using one or two notes. <p>Composition</p> <ul style="list-style-type: none"> Help create three simple melodies using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. <p>Performance</p> <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. Record the performance and say how they were feeling about it. Add their ideas to the performance 	<p>Autumn</p> <p>Hands, Feet, Heart Ho Ho Ho</p> <p>Spring</p> <p>I Wanna Play in a Band Zootime</p> <p>Summer</p> <p>Friendship song Reflect, Rewind and Replay</p>

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YEAR 3	<p>1) To be able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency control and expression.</p> <p>2) To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>3) To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>4) To be able to use and understand staff and other musical notations.</p> <p>5) To appreciate and understand a wide variety of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>6) To develop an understanding of the history of music.</p>	<p>Listen and appraise</p> <ul style="list-style-type: none"> To know some songs from memory and who sang them or wrote them. To know the style of these songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> The lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) <p>Singing</p> <ul style="list-style-type: none"> To know that singing in a group can be called a choir To know the term leader or conductor: a person who the choir or group follow To know singing as part of an ensemble or large group is fun, but that you must listen to each other <ul style="list-style-type: none"> To know why you must warm up your voice To know songs can make you feel different things e.g. happy, energetic or sad. <p>Playing</p> <ul style="list-style-type: none"> To know the names of the notes in their instrumental part from memory or when written down <ul style="list-style-type: none"> To know and be able to talk about the instruments used in class (a glockenspiel, a recorder) To know how to play part of a melody from a song, using memory or notation. <p>Improvisation</p> <ul style="list-style-type: none"> To know improvisation is making up your own tunes on the spot To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five and to improvise with some confidence. 	<p>Musical terms</p> <p>Pulse Rhythm Pitch Improvise Compose Melody Perform Bass Dynamics Tempo Structure Intro/introduction Verse Chorus Hook Riff Texture Pentatonic scale</p> <p>Musical Instruments</p> <p>Bass guitar Drums Keyboard Percussion Trumpet Saxophone Electric guitar Glockenspiel Organ Synthesizer</p> <p>Musical styles</p> <p>Rap Reggae Funk Disco</p> <p>Other</p> <p>Singers Audience, Imagination Groove</p>	<p>Listen and appraise</p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. <p>Singing</p> <ul style="list-style-type: none"> Sing in unison and in simple two-parts. Follow a leader when singing. Enjoy exploring singing solo. Sing with awareness of being 'in tune'. Have an awareness of the pulse internally when singing. <p>Playing</p> <ul style="list-style-type: none"> Treat instruments carefully and with respect Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation. Rehearse and perform their part Listen to and follow musical instructions from a leader. <p>Improvisation</p> <p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>1) Copy Back - Listen and sing back 2) Play and Improvise - Using instruments, listen and play your own answer using one, two or three notes. 3) Improvise! - Take it in turns to improvise using one, two or three notes.</p>	<p>Autumn</p> <p>Let Your Spirit Fly Glockenspiel Stage 1</p> <p>Spring</p> <p>Three Little Birds The Dragon Song</p> <p>Summer</p> <p>Bringing Us Together Reflect, Rewind and Replay</p>

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		<ul style="list-style-type: none"> • To know that if you improvise using the notes you are given, you cannot make a mistake <p>Composition</p> <ul style="list-style-type: none"> • To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • To begin to understand about different ways of recording compositions (letter names, symbols, audio etc.). • To know how to compose tunes individually/in groups, taking into account pulse, rhythm, dynamics. <p>Performance</p> <ul style="list-style-type: none"> • To know performing is sharing music with other people, an audience • To know a performance can be to one or two person or to each other. • To know they must sing or rap the words clearly and play with confidence and to perform confidently to an audience. • To know a performance can be a special occasion and involve an audience including people you don't know 	<p>Question and answer Backing vocals</p>	<p>Composition</p> <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of a song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Performance</p> <ul style="list-style-type: none"> • To choose what to perform. • To communicate the meaning of the words and clearly articulate them. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	
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YEAR 4	<p>1) To be able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency control and expression.</p> <p>2) To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>3) To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>4) To be able to use and understand staff and other musical notations.</p> <p>5) To appreciate and understand a wide variety of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>6) To develop an understanding of the history of music.</p>	<p>Listen and appraise</p> <ul style="list-style-type: none"> To know some songs from memory and who sang them or wrote them. To know the style of these songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). <ul style="list-style-type: none"> The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song. <p>Singing</p> <ul style="list-style-type: none"> To know that singing in a group can be called a choir To know the term leader or conductor: a person who the choir or group follow To know songs can make you feel different things e.g. happy, energetic or sad To know singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice To know about texture and how a solo singer makes a thinner texture than a large group. <p>Playing</p> <ul style="list-style-type: none"> To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone). <ul style="list-style-type: none"> To know about other instruments they might play or which might be played in a band or orchestra or by their friends. To begin to recognise more musical notes and be able to play them. 	<p>Musical terms</p> <p>Pulse Rhythm Pitch Improvise Compose Melody Perform Bass Dynamics Tempo Structure Intro/introduction Verse Chorus Hook Riff Texture Pentatonic scale Solo Unison Rhythm patterns Musical style Lyrics Choreography By ear Notation</p> <p>Musical Instruments</p> <p>Bass guitar Drums Keyboard Percussion Trumpet Saxophone Electric guitar Glockenspiel Organ Synthesizer Piano Acoustic guitar</p>	<p>Listen and appraise</p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words <p>Singing</p> <ul style="list-style-type: none"> To sing in unison and in simple two-parts. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To re-join the song if lost. To listen to the group when singing. <p>Playing</p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. Play one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context songs. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. 	<p>Autumn</p> <p>Mamma Mia Glockenspiel Stage 2</p> <p>Spring</p> <p>Stop Lean On Me</p> <p>Summer</p> <p>Blackbird Reflect, Rewind and Replay</p>

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		<p>Improvisation</p> <ul style="list-style-type: none"> • To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that some of the riffs they hear can be used in their improvisations. • To know how to improvise using voice and instruments. <p>Composition</p> <ul style="list-style-type: none"> • To know how to compose a simple melody and to begin to plan and create a section of music. • To understand there are different ways of recording compositions (letter names, symbols, audio etc.) and to use some notation with support when composing. • To know how to compose tunes individually/in groups, taking into account pulse, rhythm, dynamics and tempo. <p>Performance</p> <ul style="list-style-type: none"> • To know performing is sharing music with other people, an audience • To know a performance can be a special occasion and involve an audience including people you don't know • To know they must sing or rap the words clearly and play with confidence • To know a performance is planned and different for each occasion • To be confident to perform to an audience and begin to assist with planning a performance. 	<p>Musical styles</p> <p>Rap Reggae Funk Disco Other Singers Audience, Imagination Groove Question and answer Backing vocals Birdsong Civil rights Racism Equality Backing vocals Digital/electronic sounds Turntables</p>	<p>Improvisation</p> <ul style="list-style-type: none"> • Listen and sing back melodic patterns • Using instruments, listen and play an answer using up to three notes. • Play and improvise using up to three notes. <p>Composition</p> <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed. • Talk about how the section of music was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Performance</p> <ul style="list-style-type: none"> • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. <ul style="list-style-type: none"> • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	
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YEAR 5	<p>1) To be able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency control and expression.</p> <p>2) To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>3) To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>4) To be able to use and understand staff and other musical notations.</p> <p>5) To appreciate and understand a wide variety of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>6) To develop an understanding of the history of music.</p>	<p>Listen and appraise</p> <ul style="list-style-type: none"> To know some songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of songs taught and to name other songs in those styles. To choose songs and be able to talk about: <ul style="list-style-type: none"> -Some of the style indicators of the songs (musical characteristics that give the songs their style) -The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs - To know the historical context of the songs. What else was going on at this time? <p>Singing</p> <ul style="list-style-type: none"> To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse. To be able to choose a song and be able to talk about: <ul style="list-style-type: none"> - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping -To know what the song is about and the meaning of the lyrics -To know and explain the importance of warming up your voice <p>Playing</p> <ul style="list-style-type: none"> To know about the instruments they might play or might be played in a band or orchestra or by their friends To know and be able to talk about different ways of writing music down e.g. staff notation, symbols 	<p>Musical terms</p> <p>Pulse Rhythm Pitch Improvise Compose Melody Perform Bass Dynamics Tempo Structure Intro/introduction Verse Chorus Hook Riff Texture Pentatonic scale Solo Unison Rhythm patterns Musical style Lyrics Choreography By ear Notation Bridge Backbeat Amplifier Syncopation Tune/head Note values Note names Interlude Tag ending Bass line</p> <p>Musical Instruments</p> <p>Bass guitar Drums</p>	<p>Listen and appraise</p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in songs. Talk about the music and how it makes you feel. <p>Singing</p> <p>To sing in unison and to sing backing vocals.</p> <ul style="list-style-type: none"> To enjoy exploring singing solo. To listen to the group when singing. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. <p>Playing</p> <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of different songs. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or 	<p>Autumn</p> <p>Livin' On a Prayer Classroom Jazz 1</p> <p>Spring</p> <p>Make Me Feel Your Love The Fresh Prince of Bel-Air</p> <p>Summer</p> <p>Dancing in the Street Reflect, Rewind and Replay</p>

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		<ul style="list-style-type: none"> • To begin to recognise the notes C, D, E, F, G, A, B + C on the treble stave <p>Improvisation</p> <ul style="list-style-type: none"> • To know improvisation is making up your own tunes on the spot • To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs they have heard in their improvisations • To begin to know well-known improvising musicians <p>Composition</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • To begin to understand notation and recognise the connection between sound and symbol. <p>Performance</p> <ul style="list-style-type: none"> • To know performing is sharing music with other people, an audience • To be confident to perform to an audience. • To know a performance can be a special occasion and involve an audience including people you don't know • To know they must sing or rap the words clearly and play with confidence • To know and help to plan everything that will be performed. • To know how to improve a performance by watching a recording. 	<p>Keyboard Percussion Trumpet Saxophone Electric guitar Glockenspiel Organ Synthesizer Piano Acoustic guitar Strings Brass section</p> <p>Musical styles</p> <p>Rap Reggae Funk Disco Rock Soul Hip Hop Big bands Bossa Nova Ballad Swing</p> <p>Other</p> <p>Singers Audience, Imagination Groove Question and answer Backing vocals Birdsong Civil rights Racism Equality Backing vocals Digital/electronic sounds Turntables Appraising Cover Deck Scratching</p>	<p>medium part or the melody of the song from memory or using notation.</p> <ul style="list-style-type: none"> • To rehearse and perform their part within the context of the song. • To listen to and follow musical instructions from a leader. <p>Improvisation</p> <ul style="list-style-type: none"> • Listen and sing back melodic patterns • Using instruments, listen and play an answer using up to three notes. • Play and improvise using up to three notes. • Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) <p>Composition</p> <ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Performance</p> <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect • To record the performance and compare it to a previous performance. • To discuss and talk musically about it - "What went well?" and "It would have been even better if...?" 	
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Year Group	NC Objectives	Knowledge and understanding- Key Knowledge in bold	Key Vocabulary (blue words are those taught in previous years)	Key Skills	Activities/ Tasks Please refer to The Charanga Music scheme for Year 1 to Year 6 for full planning.
YEAR 6	<p>1) To be able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency control and expression.</p> <p>2) To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>3) To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>4) To be able to use and understand staff and other musical notations.</p> <p>5) To appreciate and understand a wide variety of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>6) To develop an understanding of the history of music.</p>	<p>Listen and appraise</p> <ul style="list-style-type: none"> To know some songs from memory, who sang or wrote them, when they were written and why To know the style of the songs and to name other songs in those styles. To choose some other songs and be able to talk about: <ul style="list-style-type: none"> The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about <ul style="list-style-type: none"> Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that different places have a musical identity <p>Singing</p> <ul style="list-style-type: none"> To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse To know about the style of the songs so you can represent the feeling and context to your audience To be able choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice <p>Playing</p> <ul style="list-style-type: none"> To know the instruments they might play or be played in a band or orchestra or by their friends 	<p>Musical terms</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Improvise</p> <p>Compose</p> <p>Melody</p> <p>Perform</p> <p>Bass</p> <p>Dynamics</p> <p>Tempo</p> <p>Structure</p> <p>Intro/introduction</p> <p>Verse</p> <p>Chorus</p> <p>Hook</p> <p>Riff</p> <p>Texture</p> <p>Pentatonic scale</p> <p>Solo</p> <p>Unison</p> <p>Rhythm patterns</p> <p>Musical style</p> <p>Lyrics</p> <p>Choreography</p> <p>By ear</p> <p>Notation</p> <p>Interlude</p> <p>Tag ending</p> <p>Bass line</p> <p>Ostinato</p> <p>Phrases</p> <p>Musical styles</p> <p>Rap</p> <p>Reggae</p> <p>Funk</p> <p>Disco</p> <p>Rock</p> <p>Soul</p> <p>Hip Hop</p>	<p>Listen and appraise</p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. <ul style="list-style-type: none"> Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music <p>Singing</p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. <ul style="list-style-type: none"> To sing with awareness of being 'in tune'. To demonstrate a good singing posture. <p>Playing</p> <ul style="list-style-type: none"> Play a musical instrument with the correct technique 	<p>Autumn</p> <p>Happy Classroom Jazz 2</p> <p>Spring</p> <p>A New Year Carol</p> <p>You've got a friend</p> <p>Summer</p> <p>Music and Me</p> <p>Reflect, Rewind and Replay</p>

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	<ul style="list-style-type: none"> • To know and be able to talk about different ways of writing music down e.g. staff notation, symbols • To be more confident about reading the notes C, D, E, F, G, A, B + C on the treble stave. <p>Improvisation</p> <ul style="list-style-type: none"> • To know improvisation is making up your own tunes on the spot • To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that some of the riffs and licks heard can be used in improvisations • To know some well-known improvising musicians <p>Composition</p> <ul style="list-style-type: none"> • To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • To understand notation and recognise the connection between sound and symbol <p>Performance</p> <ul style="list-style-type: none"> • To know performing is sharing music with other people, an audience • To know they must sing or rap the words clearly and play with confidence • To know a performance is planned and different for each occasion • To know and plan everything that will be performed • To know a performance involves communicating feelings, thoughts and ideas about the song/music. • To know how to improve a performance by watching a recording and discussing it. 	<p>Big bands Bossa Nova Ballad Swing Neo Soul Motown Blues Jazz Urban Gospel</p> <p>Other</p> <p>Singers Audience, Imagination Groove Question and answer Backing vocals Birdsong Civil rights Racism Equality Backing vocals Digital/electronic sounds Turntables Appraising Cover Deck Scratching Style indicators Dimensions of music Producer</p>	<ul style="list-style-type: none"> • Select and learn an instrumental part, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part • To listen to and follow musical instructions from a leader. <p>Improvisation</p> <ul style="list-style-type: none"> • Listen and sing back melodic patterns • Using instruments, listen and play an answer using up to three notes. • Play and improvise using up to three notes. • Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) <p>Composition</p> <ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Performance</p> <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"
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