

# MUSIC CURRICULUM – EDEN PRIMARY

## Intent:

The music curriculum at Eden Primary intends to develop in all children a **lifelong enjoyment** of playing and listening to music.

High quality music education has been shown scientifically to have a **positive impact** on children's overall attainment, to improve self esteem and well-being and give them a sense of achievement. The positive impact of music on children's mental health will help prepare them for challenges they may encounter later in life and give them a skill that they can draw on throughout their lives.

Our curriculum covers the National Curriculum and incorporates some parts of the government's **Model Music Curriculum for Key Stages 1 & 2**, published in March 2021. It aims to expose children to a wide range of musical experiences and develop their passion and curiosity about sounds and music. Children will leave Eden with an appreciation of different genres of music, the ability to describe and evaluate music, compose a short piece, and understand basic music notation.

Eden takes an **inclusive approach** to education and believes all children should have the opportunity to develop their musical abilities. It sees music as an important means of **self-expression and connection with others**, and one of the '100 languages' in which children may choose to express themselves. Our curriculum will equip children with the knowledge and skills they need to appreciate, compose and perform music in a variety of contexts. It will teach them to listen critically to sounds and music of different genres; give them the vocabulary and musical terminology they need to describe and appraise music; teach them to understand basic musical notation; and give them the skills they need to compose and play music on their own and in a group. The curriculum provides opportunities for children to discuss and justify their views about music and ask thoughtful questions about what they hear and how they experience it. Children whose skills in music are more developed will be challenged to develop their skills further, working alongside their peers. **Singing** is a central part of our music curriculum as it is such an important means of creative self-expression. All class teachers will integrate singing into their weekly activities, whether as part of a music lesson or in other areas of the curriculum.

Where possible, music will be **integrated** into the curricular themes for each year group to deepen and broaden learning. However, our priority is to expose children to high quality musical experiences and where natural links cannot be made with topics, the quality of the music studied and performed is given higher priority. Important music from Jewish culture will be woven into the curriculum, and music will be incorporated into Jewish Studies through Tefillah (prayer) and learning about the chaggim (Jewish holidays). The school learning environments will include displays about music learning and key skills, in classrooms or communal areas, and children will share their work with each other and the school community through performances. Music will also be incorporated into outdoor education at Eden, allowing children to make music with found objects and draw inspiration from environmental sounds.

Music will be taught for at **45-60 minutes per week**. Over the course of the year, music lessons in each year group will include the following:

**Composition** (making music)

**Performance** (performing music to others, whether informally or formally)

**Appreciation** (listening to and commenting on a variety of musical genres – including some classical music, at least two other genres, male and female composers, composers of different ethnic backgrounds)

**Experiencing high quality live music** (by accomplished musicians) either at school or on a class trip.

**Each of the above areas should include singing**, which is a central part of the curriculum and should be a regular activity in each class. Class teachers must look back at the previous year's curriculum and ensure children are **using and building upon** the musical knowledge, vocabulary and skills learnt in earlier years.

**General resources and excellent websites that all year groups should use when planning:**

**BBC Ten Pieces** - <https://www.bbc.co.uk/programmes/articles/qt76WSzksPSPmkj9tbV0p9/the-pieces-and-composers>

**Sing Up** - <https://www.singup.org/>

**The Vocal Union** - <http://www.vocalunion.org.uk/tAJ.php>

**The Choir (BBC series)** - <https://www.bbc.co.uk/programmes/articles/17dRqxmPNyXrDb4wVfzwHPK/resources> - resources section has info on how to warm up properly, and lots of song ideas.

**Musical Genres** - <https://musicmap.info/>

**History of Music / Musical Genres** - [http://www.softschools.com/timelines/music\\_genres\\_timeline/428/](http://www.softschools.com/timelines/music_genres_timeline/428/)

**GARINIM (Reception) – Overall theme for year: Cycles**  
 (where links are made, half termly themes are shown in brackets)

| <p><b>Knowledge</b><br/>                     (facts and vocabulary children should know)</p>   | <p><b>Skills</b><br/>                     (what children should be able to do)</p>  | <p><b>Experiences</b><br/>                     (lesson ideas, resources, pieces to study, other musical experiences)</p>  |
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| <ul style="list-style-type: none"> <li>• <b>Know</b> and be able to sing some traditional nursery rhymes or chants.</li> <li>• <b>Understand</b> and use correctly the following words to describe sounds: loud / soft (quiet) / fast / slow</li> <li>• <b>Name</b> at least one instrument from each of the following families:<br/> <b>strings</b> (e.g. guitar, violin, cello, double bass, harp)<br/> <b>brass</b> (e.g. trumpet,</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Develop</b> an enjoyment of <b>singing</b>, and sing regularly.</li> <li>• <b>Explore</b> sounds in their environment.</li> <li>• <b>Experiment</b> with sound by making their own instruments</li> <li>• <b>Experiment</b> with and describe dynamics (loud, soft, getting louder, softer).</li> <li>• <b>Play</b> selected untuned and tuned percussion instruments, handling them correctly.</li> <li>• <b>Listen</b> to different kinds of music and</li> </ul> | <p><b>Composition:</b><br/>                     Make musical instruments using found objects / natural environment.<br/>                     Use different kinds of beaters to experiment with sound in the outdoor space at school and in the woods (e.g. running a beater along the metal railings).<br/>                     Experiment with sounds they can make with their own bodies (clapping, stamping, slapping cheeks, rubbing hands together, popping inside of cheeks, humming, whistling etc).<br/>                     Add sound effects to a story they act out.<br/>                     Add sounds (including body percussion) to songs they sing.</p> <p><b>Performance:</b><br/>                     Bongalo (getting to you know you)<br/>                     Train Song<br/>                     Learn alphabet / phonics song (literacy)<br/> <a href="https://www.youtube.com/watch?v=BELIZKpi1Zs">https://www.youtube.com/watch?v=BELIZKpi1Zs</a><br/>                     The wheels on the bus (also make up own version as a class)<br/>                     Counting songs (maths) – 1,2,3,4,5, once I caught a fish alive</p> |

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| <p>trombone, tuba, French horn)<br/> <b>woodwind</b> (e.g. flute, clarinet, oboe, bassoon)<br/> <b>percussion</b> (e.g. drum, xylophone, cymbal, maracas)</p> <ul style="list-style-type: none"> <li>• <b>Know</b> how to look after, hold and play correctly untuned percussion instruments they use at school (including tambourine, triangle, claves, hand drum, guiro, shaker).</li> <li>• <b>Understand</b> that different cultures have different kinds of traditional music.</li> </ul> | <p>comment on what they like / dislike.</p> <ul style="list-style-type: none"> <li>• <b>Start to identify</b> instruments in music that they listen to.</li> <li>• <b>Begin to develop</b> performance skills, e.g. singing / playing in front of others.</li> <li>• <b>Comment on</b> their own and others' musical compositions, explaining what they like and dislike and why.</li> </ul> | <p><a href="https://www.youtube.com/watch?v=-BhTBXdc1o">https://www.youtube.com/watch?v=-BhTBXdc1o</a><br/> One, two, buckle my shoe<br/> Learn and perform Hannukah songs<br/> Learn a traditional Christmas carol (e.g. Little Donkey)<br/> <a href="https://www.youtube.com/watch?v=dVQPmtjHzh4">https://www.youtube.com/watch?v=dVQPmtjHzh4</a></p> <p><b>Appreciation:</b><br/> <b>Louis Armstrong – What a Wonderful World</b> (on youtube) (Autumn 2: In the Woods / Forest School)<br/> <b>Mars – from The Planets by Gustav Holst</b> (BBC Ten Pieces) <a href="https://www.bbc.co.uk/programmes/articles/14ZjT5yinKQRdKVsqRLzk1x/mars-from-the-planets-by-gustav-holst">https://www.bbc.co.uk/programmes/articles/14ZjT5yinKQRdKVsqRLzk1x/mars-from-the-planets-by-gustav-holst</a> - great for identifying instruments too. (Spring 1: Space / The Planets)<br/> <b>Superman theme tune by John Williams</b> (<a href="https://www.youtube.com/watch?v=-h5qX8kL7q8">https://www.youtube.com/watch?v=-h5qX8kL7q8</a>) (Spring 2: Superheroes)</p> <p><b>The Lark Ascending by Ralph Vaughan Williams</b> (BBC Ten Pieces) – lesson plans via link below. Flexible activities that explore pitch, environmental sounds and animal sounds.<br/> <a href="http://downloads.bbc.co.uk/learning/tenpieces/EYSEN/Lark/Lark%20Ascending%20EYFS%20and%20KS1.pdf">http://downloads.bbc.co.uk/learning/tenpieces/EYSEN/Lark/Lark%20Ascending%20EYFS%20and%20KS1.pdf</a><br/> (In the Garden)</p> <p><b>Green Garden by Laura Mvula</b> (pop song by female British artist, Caribbean heritage)<br/> Fits perfectly with theme for this half term. Easy lyrics.</p> |
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|  |  | <p>(<a href="https://www.youtube.com/watch?v=5akYnlwubDo">https://www.youtube.com/watch?v=5akYnlwubDo</a> (great video with song)<br/> <a href="https://www.youtube.com/watch?v=9ueGfjBKbiE">https://www.youtube.com/watch?v=9ueGfjBKbiE</a> (lyrics)<br/> (Summer 2: In a Garden)</p> <p><b>Live Music Experiences:</b><br/> Invite parents / staff to play an instrument to the class (find out which parents/relatives in your class could do this).<br/> Attend instrumental concerts given by students at school.<br/> Look for opportunities to take children to local musical events (e.g. at Alexandra Palace - <a href="https://www.alexandrapalace.com/whats-on/">https://www.alexandrapalace.com/whats-on/</a>)</p> |
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| <b>Shorashim (Year 1) – Overall theme for year: My Family</b><br>(where links are made, half termly themes are shown in brackets)   |   |  |
| <b>Knowledge</b><br>(facts and vocabulary children should know)   | <b>Skills</b><br>(what children should be able to do)   | <b>Experiences</b><br>(lesson ideas, resources, pieces to study ( <b>required in red</b> ), other musical experiences)   |
| <ul style="list-style-type: none"> <li>• <b>Know</b> and be able to sing some traditional nursery rhymes or chants, including some from different cultures.</li> <li>• <b>Understand</b> the</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Continue to develop</b> an enjoyment of <b>singing</b>, and sing a variety of songs regularly.</li> <li>• <b>Understand how to warm up</b> and project the voice, using good</li> </ul> | <p><b>Composition/ Performance:</b><br/> <b>Music Express lessons for Year 1</b> teach pitch / rhythm / dynamics etc –these are good quality lessons with good resources available on accompanying CD. Use these, but also include work on the following pieces (required in red):</p> <p><b>No Place Like by Kerry Andrew</b> (BBC Ten Pieces) – lesson plans via link below. Sequence of lessons that include role</p> |

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| <p>following musical terms:</p> <p><b>beat</b> (the regular 'pulse' of the music)</p> <p><b>rhythm</b> (a mixture of long and short sounds that happen over the beat)</p> <p><b>pitch</b> (how high or low sounds are)</p> <p><b>tempo</b> (how fast or slow the music is)</p> <p><b>dynamics</b> (how loud or quiet the music is)</p> <p><b>composer</b> (compose)</p> <p><b>performer</b> (perform)</p> <p><b>audience</b> (listen)</p> <ul style="list-style-type: none"> <li>• <b>Name and identify by its sound</b> at least one instruments from each of the following families:<br/> <b>strings</b> (e.g. guitar, violin, cello, double bass, harp)</li> </ul> | <p>posture.</p> <ul style="list-style-type: none"> <li>• <b>Sing a simple song with others at the same pitch.</b></li> <li>• <b>Begin to use their voices expressively</b> when singing songs and speaking chants and rhymes.</li> <li>• <b>Play tuned and untuned percussion</b> instruments more musically, paying attention to the particular sounds they produce.</li> <li>• <b>Listen</b> with sustained concentration to a range of high-quality live and recorded music.</li> <li>• <b>Find the beat</b> (pulse) while listening to music and using movement.</li> </ul> | <p>of conductor, and result in composition of a piece about home. (<a href="#">Spring: Houses and Homes</a>)<br/> <a href="http://downloads.bbc.co.uk/learning/tenpieces/EYSEN/No%20Place%20Like/No%20Place%20Like%20EYFS%20and%20KS1.pdf">http://downloads.bbc.co.uk/learning/tenpieces/EYSEN/No%20Place%20Like/No%20Place%20Like%20EYFS%20and%20KS1.pdf</a></p> <p><b>Baby, 123</b> – more interesting version of the well-known song below.</p> <p><b>Head, shoulders, knees and toes – traditional</b><br/> Learn in another language, e.g Hebrew.<br/> (<a href="#">Summer 1: Fascinating Bodies</a>)</p> <p><b>Other simple songs and chants</b> – see Model Music Curriculum for more suggestions.</p> <p><b>Appreciation:</b><br/> <b>Young Person's Guide to the Orchestra by Benjamin Britten</b>– (second half) conducted by Sir Simon Rattle in 1980s (Rattle is a very famous British conductor. Britten was a famous English composer, conductor and pianist):<br/> <a href="https://www.youtube.com/watch?v=Ku3TRcjLpyY">https://www.youtube.com/watch?v=Ku3TRcjLpyY</a> – great way to learn <b>families of instruments</b> as orchestra members wearing colour-coded shirts (pink = strings, pale blue = woodwind = darker blue = brass, white = percussion). Also, reasonably diverse orchestra.</p> <p>Could also watch this more recent clip of part of same piece (also conducted by Rattle, now with white hair):<br/> <a href="https://www.youtube.com/watch?v=JgOe8P3DwnE">https://www.youtube.com/watch?v=JgOe8P3DwnE</a> - part of concert in Trafalgar Square (July 2019) (approx. 5 mins)</p> |
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| <p><b>brass</b> (e.g. trumpet, trombone, tuba, French horn)</p> <p><b>woodwind</b> (e.g. flute, clarinet, oboe, bassoon)</p> <p><b>percussion</b> (e.g. drum, xylophone, cymbal, maracas)</p> <ul style="list-style-type: none"> <li>• <b>Know</b> how to look after, hold and play correctly tuned and untuned percussion instruments they use at school (including xylophone, two-tone wood blocks, rainmaker and those used in Reception)</li> <li>• <b>Understand</b> that music is an important part of every culture.</li> <li>• <b>Understand</b> that</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Begin to understand</b> that a <b>rhythm</b> is a mixture of long and short sounds (sounds of different duration) that happen over the beat (pulse).</li> <li>• <b>Listen to and repeat</b> a simple rhythm or melody.</li> <li>• <b>Create, retain and perform</b> own rhythm patterns.</li> <li>• <b>Describe and compare sounds</b> using the following words correctly:<br/> <b>beat</b><br/> <b>rhythm</b><br/> <b>pitch</b><br/> louder (loudest) softer (softest)<br/> faster (fastest)<br/> slower (slowest)<br/> higher (highest)</li> </ul> | <p>(Autumn: Fascinating Families)</p> <p><b>We are family by Sister Sledge</b> – four sisters from Philadelphia, USA, who achieved international success in the disco era. This is their most famous song – v positive message and could be fun to learn.<br/> <a href="https://www.youtube.com/watch?v=uyGY2NfYpeE">https://www.youtube.com/watch?v=uyGY2NfYpeE</a><br/> (Autumn: Fascinating Families)</p> <p><b>Tea for Two</b> – jazz song written in 1924 by Vincent Youmans, sung here by Ella Fitzgerald (very famous African American jazz singer, 1917 - 1996)<br/> <a href="https://www.youtube.com/watch?v=dS5fMCYiQ9k">https://www.youtube.com/watch?v=dS5fMCYiQ9k</a><br/> (Autumn 2: Fascinating Families / tea party)</p> <p><b>Live music experiences:</b><br/> Invite parents / staff to play an instrument to the class (find out which parents/relatives in your class could do this – be careful not to duplicate visits from Reception).<br/> Attend instrumental concerts given by students at school.<br/> Look for opportunities to take children to musical events in London, e.g. at Alexandra Palace - <a href="https://www.alexandrapalace.com/whats-on/">https://www.alexandrapalace.com/whats-on/</a> / The Barbican <a href="https://www.barbican.org.uk/">https://www.barbican.org.uk/</a><br/> Consider organising one trip during the year to listen to some live music in a relaxed setting, e.g. London Symphony Orchestra <a href="https://lso.co.uk/lso-discovery/accessible-">https://lso.co.uk/lso-discovery/accessible-</a></p> |
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| <p>music can express feelings.</p> <ul style="list-style-type: none"> <li>• <b>Recognise</b> how graphic notation can represent created sounds.</li> </ul> | <p>lower (lowest)</p> <ul style="list-style-type: none"> <li>• <b>Discuss</b> feelings and emotions linked to different pieces of music.</li> <li>• <b>Explore combinations of sounds,</b> investigating pitch, duration, dynamics and tempo.</li> <li>• <b>Explore and invent own symbols</b> to represent sounds (notation).</li> <li>• <b>Perform</b> songs and musical creations to a familiar audience, whilst following a conductor / leader.</li> </ul> | <p><a href="https://www.bbc.com/3/events-2/relaxed-performances.html">events-2/relaxed-performances.html</a> (Relaxed Concerts / Open Rehearsals)</p> |
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| <p><b>Shtillim (Year 2) - Overall theme for year: London</b> (where links are made, half termly themes are shown in brackets)</p> |   |   |
| <p><b>Knowledge</b><br/>(facts and vocabulary children)</p>   | <p><b>Skills</b><br/>(what children should be able to do)</p> | <p><b>Experiences</b><br/>(lesson ideas, resources, pieces to study, other musical experiences)</p> |



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| <p><b>should know)</b></p>   |   |   |
| <ul style="list-style-type: none"> <li>• <b>Know</b> and be able to sing a variety of traditional songs, chants and rounds including some from different cultures.</li> <li>• <b>Understand</b> and use correctly words from Year 1 and the following <b>new</b> words to describe and compare sounds: <b>timbre</b> (character or quality of the sound) <b>texture</b> (layers within the music) <b>structure</b> (how different pieces of music are organised, e.g. beginning, middle, end, repeated tunes / rhythms, choruses,</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Maintain</b> an enjoyment of <b>singing</b>, and sing a variety of songs regularly, including simple rounds and songs in two parts.</li> <li>• <b>Understand</b> why it is important to warm up the voice, and know how to do this.</li> <li>• <b>Project</b> the voice, using good posture.</li> <li>• <b>Use their voices expressively and creatively</b> when singing songs and speaking chants and rhymes.</li> <li>• <b>Play a variety of tuned and untuned percussion instruments</b> musically, exploring</li> </ul> | <p><b>Composition:</b><br/>         Composing their own piece of music using different transport sounds. Could record sounds on trips to Muswell Hill and use them, or create own.<br/> <b>I like driving in my car by Madness</b> – ska band from Camden Town who were very successful in 1980s (song mentions Muswell Hill). Interesting use of environmental sounds (bicycle bells, horns, engine revs etc) – could create own version afterwards.<br/> <a href="https://www.youtube.com/watch?v=JYZNSyP9v9M">https://www.youtube.com/watch?v=JYZNSyP9v9M</a><br/>         Lyrics also available online.<br/>         (Spring 1: London Transport)</p> <p>Composition using sounds of the Rainforest – listening to and then recreating animal and plant sounds from the rainforest. Making their own ‘sound-scapes’ of a rainforest, including body percussion and natural objects (e.g. leaves, tree bark).<br/>         (Summer 1: Amazon Rainforest)</p> <p><b>Performance:</b><br/>         Old London songs, (Autumn 2: London History)<br/>         Michael Rosen – reciting poetry and adding sound effects etc<br/>         (Spring 2: Michael Rosen)<br/>         Songs from <i>Yanomamo</i> eg Jaguar and Monkey<br/>         (Summer 1: Amazon Rainforest)</p> |

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| <p>verses, movements)<br/>louder (loudest)<br/>softer (softest)<br/>faster (fastest)<br/>slower (slowest)</p> <ul style="list-style-type: none"> <li>• <b>Read and respond to chanted rhythm patterns</b>, and represent them with stick notation including <i>crotchets</i>, <i>quavers</i> and <i>crotchet rests</i>.</li> <li>• <b>Recognise dot notation</b> and match it to three-note tunes played on tuned precision (see Model Music Curriculum for examples).</li> <li>• <b>Understand and use correctly</b> the following musical</li> </ul> | <p>different dimensions of sound, and handling instruments respectfully.</p> <ul style="list-style-type: none"> <li>• <b>Listen</b> with sustained concentration and understanding to a range of high-quality live and recorded music.</li> <li>• <b>Find the beat</b> (pulse) while listening to music and using movement (e.g. clapping along to it, or moving to it).</li> <li>• <b>Understand</b> that a <b>rhythm</b> is a mixture of long and short sounds (sounds of different duration) that happen over the beat (pulse).</li> </ul> | <p><b>Other songs and chants</b> – see Model Music Curriculum for more suggestions.</p> <p><b>Appreciation:</b><br/><b>Peter and the Wolf by Tchaikovsky</b> (based on a classic Russian fairy tale <b>set in a forest</b>)<br/><a href="https://www.youtube.com/watch?v=9ueGfjBKbiE">https://www.youtube.com/watch?v=9ueGfjBKbiE</a>This would make an excellent literacy topic as well – great traditional fairy tale (narrated over the music), orchestral instruments clearly identified – ideal introduction to both for this age group. 30 minute piece, so listen to several times to familiarise. Could also act this out as a class with a narrator.<br/>(<a href="#">Summer: Amazon Rainforest / Coldfall Wood</a>)</p> <p><b>Water Music by Handel</b> - a collection of orchestral movements composed by <a href="#">George Frideric Handel</a>. Premiered on 17 July 1717, in response to <a href="#">King George I's</a> request for a concert on the <a href="#">River Thames</a>.<br/>(<a href="#">Autumn 2: London History, incl Great Fire</a>)</p> <p><b>Purple Haze by Jimi Hendrix</b> – (1942-1970) Hendrix was an American rock guitarist, singer and song-writer, widely regarded as one of the most influential guitarists in history and one of the most celebrated musicians of the 20<sup>th</sup> century. Coincidentally, he lived next door to the Handel House Museum (see below) for part of his life. Lyrics to Purple Haze</p> |
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| <p>terms, and those from previous years:<br/> <b>composer</b> (compose)<br/> <b>performer</b> (perform)<br/> <b>audience</b> (listen)</p> | <ul style="list-style-type: none"> <li>• <b>Listen to and repeat</b> a simple rhythm or melody.</li> <li>• <b>Describe changes</b> that they hear in a piece of music, particularly relating to dynamics, tempo and instruments played.</li> <li>• <b>Describe and compare music</b> using the following words correctly:<br/> <b>beat / rhythm / pitch / dynamics</b><br/> louder (loudest)<br/> softer (softest)</li> </ul> | <p>refer to drug use, but won't be understood that way by children. Could let them hear and comment on the way he plays the guitar – and consider that the harpsichord and electric guitar are both string instruments but from very different historical periods. Can they listen to and repeat the riff he plays?<br/> <a href="https://www.youtube.com/watch?v=fjwWjx7Cw8I">https://www.youtube.com/watch?v=fjwWjx7Cw8I</a></p> <p><b>Live music experiences:</b><br/> Visit to <b>Handel House</b> to learn more about Handel's connections to London, and put the Water Music in its historical context. They run workshops for primary schools. Great opportunity to hear a harpsichord being played – check they still do this (we visited once with Year 2 and worked well). Could also attend a rehearsal:<br/> <a href="https://handelhendrix.org/plan-your-visit/baroque-rehearsals/">https://handelhendrix.org/plan-your-visit/baroque-rehearsals/</a></p> <p>Look out for other opportunities to attend concerts / live music events in London and aim to take children to one during the year. See websites at start of document for suggestions.</p> |
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|  | <p>faster (fastest)<br/> slower (slowest)<br/> higher (highest)<br/> lower (lowest)</p> <ul style="list-style-type: none"> <li>• <b>Discuss</b> feelings and emotions linked to different pieces of music using more varied vocabulary.</li> <li>• <b>Explore</b> combinations of sounds, and begin to create /improvise compositions in a group.</li> <li>• <b>Create music in response to a non-musical stimulus</b> (e.g. storm, car race, rocket launch).</li> <li>• <b>Perform</b> songs and musical creations to the wider school community with a growing awareness of the people watching.</li> </ul> | <p><b>Peter and the Wolf by Tchaikovsky</b> (based on a classic Russian fairy tale, <b>set in a forest</b>)<br/> <a href="https://www.youtube.com/watch?v=9ueGfjBKbiE">https://www.youtube.com/watch?v=9ueGfjBKbiE</a><br/> This would make an excellent literacy topic as well – great traditional fairy tale (narrated over the music), orchestral instruments clearly identified – ideal introduction to both for this age group. 30 minute piece, so listen to several times to familiarise. Could also act this out as a class with a narrator.<br/> (Summer: Amazon Rainforest / Coldfall Woods)<br/> Coldfall Woods<br/> Tefillah for Shacharit service<br/> (listen to/sing Coldfall Woods composition from Albert Hall 2018?)</p> |
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| Anafim (Year 3) – Overall theme for year: <b>United Kingdom</b> (where links are made, half termly themes are shown in brackets)  |   |  |
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| <b>Knowledge</b><br>(facts and vocabulary children should know)   | <b>Skills</b><br>(what children should be able to do)   | <b>Experiences</b><br>(lesson ideas, resources, pieces to study, other musical experiences)  |
| <ul style="list-style-type: none"> <li>• <b>Know</b> that music can be written down (recorded) so that others can read and perform it.</li> <li>• <b>Understand</b> the following terms: <b>improvisation</b> (improvise) – when a musician makes up a tune / rhythm within certain boundaries. <b>note</b> (a single sound played of a particular pitch and duration) <b>rest</b> (a duration during which no notes are played)</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Sing</b> songs regularly with two or more parts with increasing confidence.</li> <li>• <b>Listen</b> with direction to a range of high quality recorded and live music (e.g. listening out for particular things, raising hand when they hear them).</li> <li>• <b>Find</b> the beat (pulse) with increasing confidence when listening to different genres of music.</li> <li>• <b>Identify</b> a range of</li> </ul> | <p><b>Composition:</b><br/> <b>Stone Age music – and history of music.</b> Watch Disney’s <i>Toot Whistle Plunk Boom</i> cartoon (1953) <a href="https://www.youtube.com/watch?v=zjHrmmFIErY">https://www.youtube.com/watch?v=zjHrmmFIErY</a> about the history of music – great fun – then follow lesson plan on Stone Age music (see planning file). Children compose their own stone-age music using instruments they think could have existed at the time, including body percussion. Discuss whether or not they can use metallic instruments – could these have existed in the stone age? How about drums? Wind instruments? Limit the instruments they can use. Write down their pieces using whatever graphic representation they like – exploring notation.<br/> <b>(Summer 1: Stone Age)</b><br/> <b>Creating a soundscape of the sea</b> – record sea sounds during visit to coast, and use to make their own music on return.<br/> <b>(Summer 2: Seaside)</b></p> <p><b>Performance:</b></p> |

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| <p><b>crotchet</b> (note that lasts for one beat)<br/>crotchet rest (rest that lasts for one beat)<br/><b>bar</b> (basic unit of structure of most pieces of music, made up of an equal number of beats usually 4, 3 or 2). A bar is called a <b>measure</b> in the US, as it is a measurement of time.<br/><b>stave</b></p> <ul style="list-style-type: none"> <li>• <b>Know</b> that music is usually written down on a <b>stave</b> (or staff) made up of 5 <b>leger lines</b> with <b>treble or bass clef</b> (sign) at the start to indicate the pitch range.</li> </ul> | <p>musical instruments with confidence.</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> some basic written musical notation, including crotchets and crotchet rests.</li> <li>• <b>Experiment</b> with their own forms of musical notation, representing music visually for others to interpret (e.g. drawing a piece of music).</li> <li>• <b>Perform actions confidently</b> and in time to a range of action songs.</li> <li>• <b>Begin to improvise</b> inventing short on-the-spot responses using a limited note-range.</li> <li>• <b>Play and perform</b> in solo or ensemble contexts (alone or in a</li> </ul> | <p>Of Stone Age music, and other music for end of term shows. Encourage those who play an instrument to accompany.<br/><b>Instrument lessons</b> – for two terms (whole year if possible), teach half class <b>recorder lessons</b> using Karate Recorder. Teach some basic musical notation, including crotchets, crotchet rests and terminology in Knowledge section. Also teach some notes in treble clef, following lesson plans.</p> <p><b>Appreciation:</b><br/><b>Rodeo – The Hoe Down, by Aaron Copland</b><br/>Based on American folk music, this is a well known and fun piece of classical music composed in 1942 for a ballet. Copland (1900-1990) is possibly the most famous American composer of the 20<sup>th</sup> Century. Ten Pieces has excellent lesson plans and resources for a 6-week unit (half term).<br/><a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-aaron-copland-rodeo-hoe-down/z484f4j">https://www.bbc.co.uk/teach/ten-pieces/KS2-aaron-copland-rodeo-hoe-down/z484f4j</a><br/>(Spring: Romans – could make link with settlers in America, as piece is about cowboys – or do as stand alone unit)</p> <p><b>Live music experiences:</b><br/>Attend instrumental concerts given by students at school. Look for opportunities to take children to musical events in London, e.g. at Alexandra Palace -<br/><a href="https://www.alexandrapalace.com/whats-on/">https://www.alexandrapalace.com/whats-on/</a> / The Barbican <a href="https://www.barbican.org.uk/">https://www.barbican.org.uk/</a><br/>Consider organising one trip during the year to listen to some</p> |
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| <ul style="list-style-type: none"> <li>• <b>Name notes B, A and G</b> in the treble clef.</li> </ul> | <p>group) with growing confidence.</p> <ul style="list-style-type: none"> <li>• <b>Listen to and repeat</b> longer rhythms or melodic phrases, developing aural memory skills.</li> <li>• <b>Combine known rhythmic notation with letter names</b> to create rising and falling phrases using just three notes (<i>do, re and mi</i>).</li> <li>• Use listening skills to <b>correctly order phrases</b> using <i>dot notation</i>, showing different arrangements of notes C-D-E/do-re-mi (see Model Music Curriculum for example).</li> <li>• <b>Compose song accompaniments</b> on</li> </ul> | <p>live music in a relaxed setting, e.g. London Symphony Orchestra <a href="https://lso.co.uk/lso-discovery/accessible-events-2/relaxed-performances.html">https://lso.co.uk/lso-discovery/accessible-events-2/relaxed-performances.html</a> (Relaxed Concerts / Open Rehearsals)</p> <p><b><i>Check not duplicating events attended in previous years.</i></b></p> |
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|  | <p>untuned percussion using known rhythms and <i>note values</i>.</p> <ul style="list-style-type: none"> <li>• <b>Begin to develop</b> an understanding of the history of music.</li> </ul> |  |
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| Nitzanim (Year 4) – Overall theme for year: <b>Our World</b> (where links are made, half termly themes are shown in brackets)   |   |  |
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| <b>Knowledge</b><br>(facts and vocabulary children should know)   | <b>Skills</b><br>(what children should be able to do)   | <b>Experiences</b><br>(lesson ideas, resources, pieces to study, other musical experiences)  |
| <p>Name some different musical genres, including <b>Baroque, Classical, Blues, Rock</b> and know which came earlier or later.</p> <p><b>Recognise and name</b> some musical styles and instruments from different cultures (e.g. djembes from West Africa).</p> | <p><b>Sing regularly as part of an ensemble</b> (group) with increasing confidence and precision, including rounds.</p> <p><b>Sing in tune</b> with others so that the melody is recognisable.</p> <p><b>Confidently recognise</b> a range of musical instruments</p> | <p><b>Composition / Performance:</b></p> <p>Watch and listen to clips of <b>West African djembe players</b>. Listen to the way that the rhythms overlap, and discuss how the music is structured (they might notice that the same rhythms are repeated, and that there are “bridges” – passages that link two different sections of the music). Discuss how the musicians are holding the instruments and which part of the drum they are hitting, and which parts of their hands they are using.</p> <p><b>Teach the children how to play the djembe</b> using clip below and book in staffroom (we have 15 djembes – rest can play</p> |



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| <p><b>Understand</b> the following musical terminology:<br/> <b>semibreve</b> (a 4-beat note)<br/> <b>minim</b> (a 2-beat note)<br/> <b>quaver</b> (a half-beat note)<br/> <b>minim rest</b><br/> <b>semibreve rest</b><br/> <b>staccato</b><br/> <b>legato</b></p> <p>and revise musical knowledge from previous years.</p> | <p>and the sounds they make.</p> <p><b>Recognise and explore</b> a range of musical styles and know some of their key characteristics (e.g. instruments / rhythms typically used in a given genre).</p> <p><b>Use musical language</b> learnt in previous years, and other descriptive vocabulary, to appraise a piece of music or a particular genre.</p> <p><b>Combine known rhythmic notation with letter names</b> to create short <i>pentatonic</i> phrases using a limited range of 5 pitches. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values</p> | <p>other percussion instruments, then swap).</p> <p><b>Play simple rhythms</b> for the children to repeat as a class. Use words with the same rhythms to help remember them, and write the rhythms up using correct musical notation, e.g. “half past three, have a cup of tea” = crotchet, crotchet, crotchet, rest / quaver quaver, quaver quaver, crotchet, rest (ask for help if needed!). Rhythms should be 1, 2 or 4 bars of long, with 4 beats in each bar. Once one rhythm is learnt, add another and put them together, dividing the class into two groups, then more as they become confident.</p> <p>Ask the children to <b>write their own rhythms</b> in a 4-beat (1 bar) grid using the note values they have learnt. Then ask them – and others - to play them back.</p> <p>YouTube clips of djembe players:<br/> <a href="https://www.youtube.com/watch?v=cEqbswZRqFQ">https://www.youtube.com/watch?v=cEqbswZRqFQ</a><br/> <a href="https://www.youtube.com/watch?v=RFjRJmGYrCg">https://www.youtube.com/watch?v=RFjRJmGYrCg</a></p> <p><b>South African National Anthem (Nkosi sikelel' iAfrica)</b> – fun to learn, includes several South African languages, and can be sung in two parts. Good links with key text <i>Journey to Jo'burg</i>, if studied. Potential performance.</p> <p>Link to video with lyrics:<br/> <a href="https://www.youtube.com/watch?v=NBKjWRjwMkY">https://www.youtube.com/watch?v=NBKjWRjwMkY</a><br/> (Autumn 1/2: Africa)</p> <p>Listen to the Slovenian choir Perpetuum perform a fabulous <i>a</i></p> |
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|  | <p>(i.e. <b>minim, crotchet, crotchet rest</b> and <b>paired quavers</b>) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p><b>Copy</b> increasingly challenging rhythms using body percussion and untuned percussion.</p> <p><b>Play and perform</b> in solo and ensemble (group) contexts with increasing confidence.</p> <p><b>Listen to and recall</b> sounds with increasing aural memory, noticing changes where these occur.</p> <p><b>Understand</b> some basic written musical notation, including crotchets (from Year 3), quavers, minims and semibreves and rests of the same durations.</p> | <p><i>cappella</i> version of the pop song <i>Africa</i> by Toto, recreating the sound of a <b>rain storm using body percussion</b> only. Have the children listen to the start of it without the video – what do they think it is? Then reveal the choir. Follow up could include recreating a rain storm in the same way as a class – lots of fun, but requires practice and patience! Opportunity to perform if enough time to practise.</p> <p><a href="https://www.youtube.com/watch?v=yjbpwlqp5Qw">https://www.youtube.com/watch?v=yjbpwlqp5Qw</a></p> <p>Compose music on the theme of <b>water</b>, representing the sounds it makes in different ways, perhaps including the use of actual water, steam or ice cubes (link to Science – States of Matter).</p> <p><a href="#">(Summer 1/2: Water)</a></p> <p><b>Appreciation:</b><br/>Listen to, discuss and respond to a recording of <b>Scheherazade by Rimsky-Korsakov</b>. Scheherazade is a major female character and the storyteller in the frame narrative of the Middle Eastern collection of tales known as the One Thousand and One Nights. Responses could include writing, drama or art. The music is very dramatic. This clip shows the orchestra well, though titles are in German (look up English equivalents). The piece is about 45 mins long, so may choose to listen to extracts – or have on in background during a whole lesson to familiarise children with it. Could also read</p> |
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|  | <p><b>Play rhythms</b> including the above note durations.</p> | <p>part of the story it is based on.<br/> <a href="https://www.youtube.com/watch?v=SQNymNaTr-Y">https://www.youtube.com/watch?v=SQNymNaTr-Y</a><br/> (Spring 1: Travel and Stories)</p> <p>Other possible pieces to listen to during the year:<br/> <b><i>Israel in Egypt</i> by Handel</b> – a good example of Baroque (Early) music. Listen to excerpts, and explain that the whole piece tells the story of the Israelites’ exodus from Egypt – the Pesach story. Operatic singing that the children may not be used to, but good to expose them to it.</p> <p>This section describes the plague of hail.<br/> <a href="https://www.youtube.com/watch?v=ag_08gHiZIE">https://www.youtube.com/watch?v=ag_08gHiZIE</a><br/> This clip shows the finale of this piece, and describes the parting of the Red Sea and the drowning of Pharaoh’s army.<br/> <a href="https://www.youtube.com/watch?v=U0nMXunT3A4&amp;list=RDQM_6SysSb5myA&amp;start_radio=1">https://www.youtube.com/watch?v=U0nMXunT3A4&amp;list=RDQM_6SysSb5myA&amp;start_radio=1</a></p> <p><b><i>Fingal’s Cave</i> by Mendelssohn</b> – beautiful, very evocative piece of classical music that Mendelssohn wrote about the Hebrides islands in Scotland (the piece is part of his Hebrides overture). Listen, discuss and respond to it – perhaps through art. What do they think it’s about / represents? Could discuss what it was actually written to represent beforehand, and have the children listen out for the ways in which the composer uses the music to describe the landscape – look at pictures / paintings of the Hebrides too.<br/> (Summer 1/2: Water)</p> |
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|  |  | <p><b>Performance:</b><br/>See above. (In future, this may include Whole Class Instrument Lessons (WCIT) provided by Haringey Music Service.</p> <p><b>Live music experiences:</b><br/>During unit on Travel and Stories (which focuses on the Caribbean), organise a <b>steel pan workshop</b> for the class with Maisha Adams-Amalemba (contact via Haringey Music Service). Workshop includes history of steel pan playing, how the instruments are made, listening to steel pan music, and playing as a group. Excellent experience for all abilities.</p> <p>Look out for other opportunities for the children to hear live music throughout the year, checking websites including Alexandra Palace, the Barbican, St Martin in the Fields, and London Symphony Orchestra.</p> |
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| <b>Prachim (Year 5) – Overall theme for year: <a href="#">The Universe</a></b><br>(where links are made, half termly themes are shown in brackets)   |   |  |
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| <b>Knowledge</b><br>(facts and vocabulary children should know)  | <b>Skills</b><br>(what children should be able to do)   | <b>Experiences</b><br>(lesson ideas, resources, pieces to study, other musical experiences)  |
| <p>Name a wider range of musical genres, including <b>Romantic, Ragtime, Opera, Jazz</b> and know the order in which these appeared.</p> <p><b>Begin to know some dates</b> for periods of music, including <b>Baroque, Classical</b> and <b>Romantic</b>.</p> <p><b>Recognise and name</b> more musical styles and instruments from different cultures (e.g. Greek folk music).</p> | <p><b>Sing part songs regularly</b> with increasing confidence, expression and precision.</p> <p><b>Confidently recognise</b> a wide range of musical instruments and the sounds they make.</p> <p><b>Recognise and explore</b> further musical styles and know some of their key characteristics (e.g. instruments / rhythms typically used in a given</p> | <p><b>Composition:</b><br/> <b>Doctor Who Theme arranged by Delia Derbyshire (1963)</b> – Teach the sequence of 6 lessons on BBC Ten Pieces about this iconic piece of electronic music. Lessons include analysis of original theme and composition of own piece of electronic music using music editing software.</p> <p>Lesson plans:<br/> <a href="http://teach.files.bbc.co.uk/tenpieces/DERBYSHIRE%20KS2.pdf">http://teach.files.bbc.co.uk/tenpieces/DERBYSHIRE%20KS2.pdf</a><br/>           Other resources for this teaching sequence:<br/> <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p">https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p</a><br/>           (Summer 1/2: Exploring and Adventures)</p> <p><b>Performance:</b><br/>           Songs for end of Autumn term performance, including some part singing.</p> <p>Learn <b>Greek National Anthem</b>, and sing in two parts. (If any parents at school are Greek, invite them in to help.)<br/> <a href="https://www.youtube.com/watch?v=5VkPRU6C-JQ">https://www.youtube.com/watch?v=5VkPRU6C-JQ</a></p> <p><b>Appreciation:</b></p> |

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| <p><b>Understand</b> the following musical terminology: <b>dotted crotchet ensemble crescendo diminuendo</b> and revise musical terminology from previous years.</p> | <p>genre).</p> <p><b>Develop aural memory skills</b> by listening to and repeating increasingly complex melodies and rhythms.</p> <p><b>Compose</b> increasingly complex rhythms.</p> <p><b>Use increasingly accurate musical language</b> to appraise a piece of music or a particular genre (including new vocabulary from Knowledge section).</p> <p><b>Improvise</b> with increasing confidence using own voice and varied rhythms and pitches.</p> | <p><b><i>Rhapsody in Blue</i> by George Gershwin (1924)</b> – hugely famous piece of music that crosses over from classical to jazz. Original performance included lots of improvisation.</p> <p>Lesson plans:<br/> <a href="http://teach.files.bbci.co.uk/tenpieces/GERSHWIN%20KS2.pdf">http://teach.files.bbci.co.uk/tenpieces/GERSHWIN%20KS2.pdf</a></p> <p>Other resources for this teaching sequence:<br/> <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-george-gershwin-rhapsody-in-blue/zmj792p">https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-george-gershwin-rhapsody-in-blue/zmj792p</a></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-george-gershwin-rhapsody-in-blue/zmj792p">https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-george-gershwin-rhapsody-in-blue/zmj792p</a></p> <p><b>OR</b></p> <p><b><i>West-Side Story – “Mambo” (from Symphonic Dances)</i> by Leonard Bernstein</b> – based on Romeo and Juliet, and deals with rivalries between gangs (including Puerto Rican immigrant community) in New York.<br/> <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music--primary-ks2-leonard-bernstein-mambo-west-side-story/zr4gpg8">https://www.bbc.co.uk/teach/ten-pieces/classical-music--primary-ks2-leonard-bernstein-mambo-west-side-story/zr4gpg8</a><br/> (Spring 1/2: Journeys and Immigration)</p> <p><b><i>Hungarian Dance No. 5 in G Minor</i> by Johannes Brahms</b> – listen to, describe and compare to Greek folk music heard earlier in the year (lesson plans available if needed). Good example of Romantic music.<br/> <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-johannes-brahms-hungarian-dance/znxtjhv">https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-johannes-brahms-hungarian-dance/znxtjhv</a></p> <p><b><i>Space Oddity</i> by David Bowie (1947 – 2016)</b> – David Bowie was an</p> |
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|  | <p><b>Play and perform</b> in solo and ensemble contexts with some accuracy, control, fluency and expression.</p> <p><b>Understand and use</b> formal written notation including stave (staff), dotted crotchets and note values from previous years.</p> <p><b>Develop</b> an increasing understanding of the history and context of music.</p> | <p>English singer-songwriter and actor, considered one of the most influential musicians of the 20<sup>th</sup> century.<br/> <a href="https://www.youtube.com/watch?v=9_M3uw29U1U">https://www.youtube.com/watch?v=9_M3uw29U1U</a> – lyrics only<br/> <a href="https://www.youtube.com/watch?v=8mAkMY2jvcg">https://www.youtube.com/watch?v=8mAkMY2jvcg</a> – live performance with lyrics<br/> (Summer 1/2: Exploring and Adventures)</p> <p><b>Live music experiences:</b><br/> Invite in a <b>Greek folk music ensemble</b> to play to the class / school and, if possible, allow the children to observe closely the instruments and learn about their history. Do some preparatory work first so children are familiar with the style of music and instruments typically played, and know about the important role of music in Ancient Greece. Perhaps they could choreograph a dance to a piece of Greek music too.</p> <p>Info on music of Ancient Greece:<br/> <a href="https://en.wikipedia.org/wiki/Music_of_Greece#Ancient_Greece">https://en.wikipedia.org/wiki/Music_of_Greece#Ancient_Greece</a><br/> (Autumn1/2: Ancient Greece)</p> <p>As in previous years, look out for other opportunities to take the children to live music events in London. Make the most of concerts given at school, and <b>encourage an increasingly mature and engaged attitude</b> by children both when performing and when in the audience.</p> <p>Invite in parents / friends who play an instrument to perform to the class.</p> |
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| <b>New name each year (Year 6) - Leadership and Responsibility</b><br>(where links are made, half termly themes are shown in brackets)  |   |  |
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| <b>Knowledge</b><br>(facts and vocabulary children should know)   | <b>Skills</b><br>(what children should be able to do)   | <b>Experiences</b><br>(lesson ideas, resources, pieces to study, other musical experiences)  |
| <p><b>Name</b> a wide range of musical genres, including <i>Blues, Country, Folk, Big Band</i>, and know the order in which these appeared.</p> <p><b>Know approximate dates</b> that some 20<sup>th</sup> century genres of music appeared, including <i>Country, Folk, Rock, Rap</i>.</p> <p><b>Recognise and name</b> musical styles and instruments from a variety of cultures.</p> | <p><b>Sing</b> as part of an ensemble with confidence and precision.</p> <p><b>Play and perform</b> in solo and ensemble contexts with increasing accuracy, control, fluency and expression.</p> <p><b>Create</b> a simple composition and <b>record</b> it using formal notation.</p> <p><b>Develop</b> a deeper understanding of the history and context of</p> | <p><b>Composition / Performance:</b></p> <p><i>Earth by Hans Zimmer</i> – piece commissioned by BBC Ten Pieces, by a contemporary German composer who has written music for many films the children are likely to have seen, and also for Planet Earth II. Links to idea of responsibility for the Earth, and to theme of leadership as Zimmer is regarded as a “trailblazer” who has shaped today’s film, TV and games music. Excellent lesson plans that incorporate appreciation, composition and performance and cover Year 6 skills.</p> <p>Resources and music:<br/> <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-hans-zimmer-earth/zh4k382">https://www.bbc.co.uk/teach/ten-pieces/classical-music-hans-zimmer-earth/zh4k382</a></p> <p>Lesson plans:<br/> <a href="http://teach.files.bbci.co.uk/tenpieces/ZIMMER_KS2.pdf">http://teach.files.bbci.co.uk/tenpieces/ZIMMER_KS2.pdf</a></p> <p><b>Appreciation:</b></p> <p><b>Big Band music</b> – compilation of well known Big Band tunes from the 1930s and 1940s. American focus, but interesting images and good range of music to discuss and describe. Ask the children to think about why this kind of music might have been popular at this time. How would they</p> |



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| <p><b>Understand</b> the following musical terminology:<br/> <b>forte</b> (loudly)<br/> <b>piano</b> (softly)<br/> <b>major</b> (major key)<br/> <b>minor</b> (minor key)<br/> and revise musical terminology from previous years.</p> | <p>music.</p> <p><b>Recognise and discuss</b> the different dimensions of music when listening to it (pitch, duration, dynamics, tempo, timbre, texture, structure, notation).</p> <p><b>Listen</b> with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Appreciate and understand</b> a wide range of quality live and recorded music drawn from different traditions and from great composers and musicians.</p> | <p>describe it? Discuss major / minor keys and how these can make us feel (music in a major key sounds happier, and minor keys more melancholy).</p> <p><a href="https://www.youtube.com/watch?v=3E24wWRE8AU">https://www.youtube.com/watch?v=3E24wWRE8AU</a></p> |
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|  | <p><b>Understand and use</b> formal written notation including stave (staff), semibreves and dotted crotchets.</p> <p><b>Improvise and compose</b> music for a range of purposes using its interrelated dimensions (see earlier).</p> |  |
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