

Music Flight Path

Hand in hand we learn, we grow, we soar



COURAGE

KINDNESS

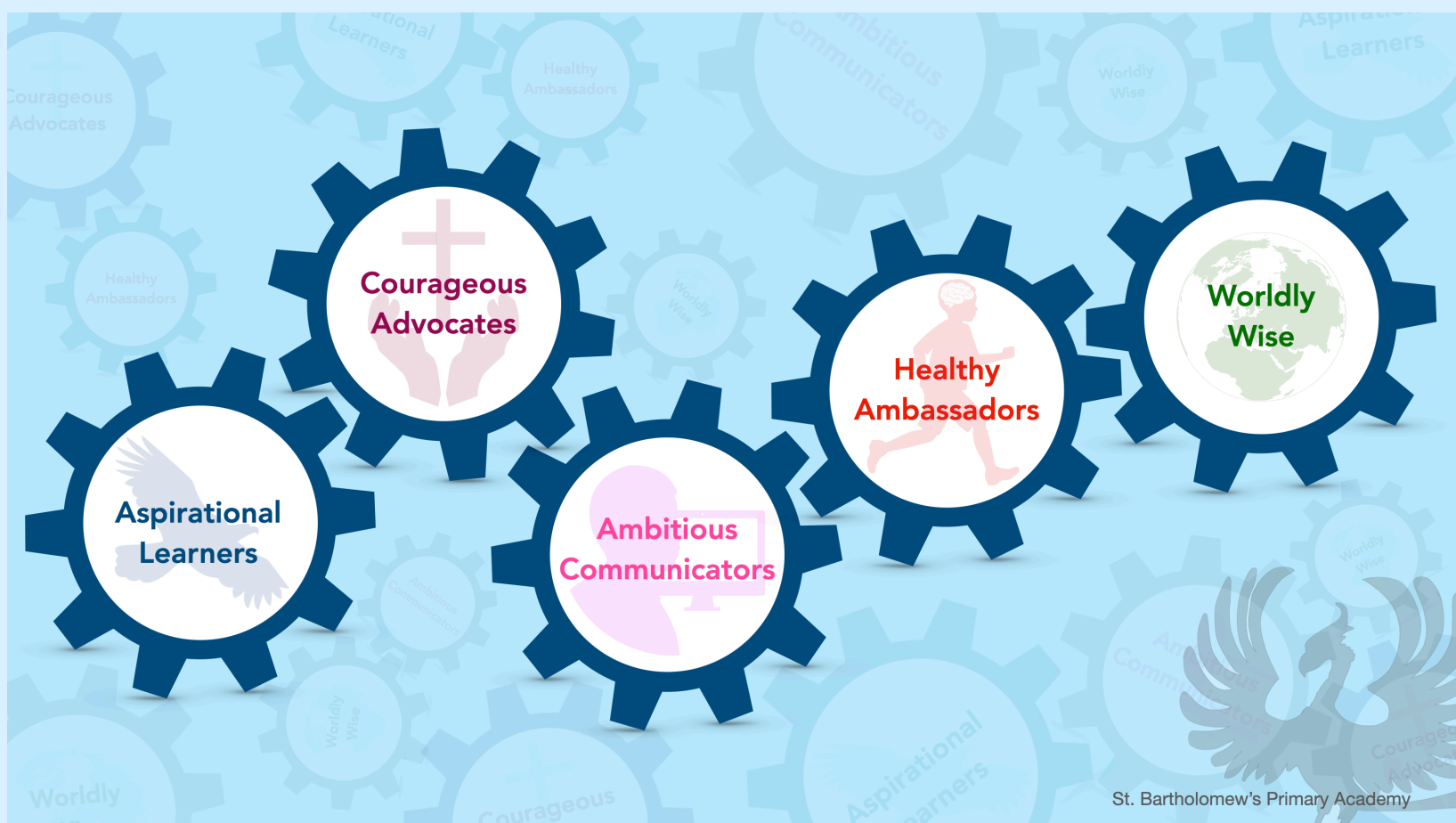
PERSEVERANCE

TRUST

RESPECT

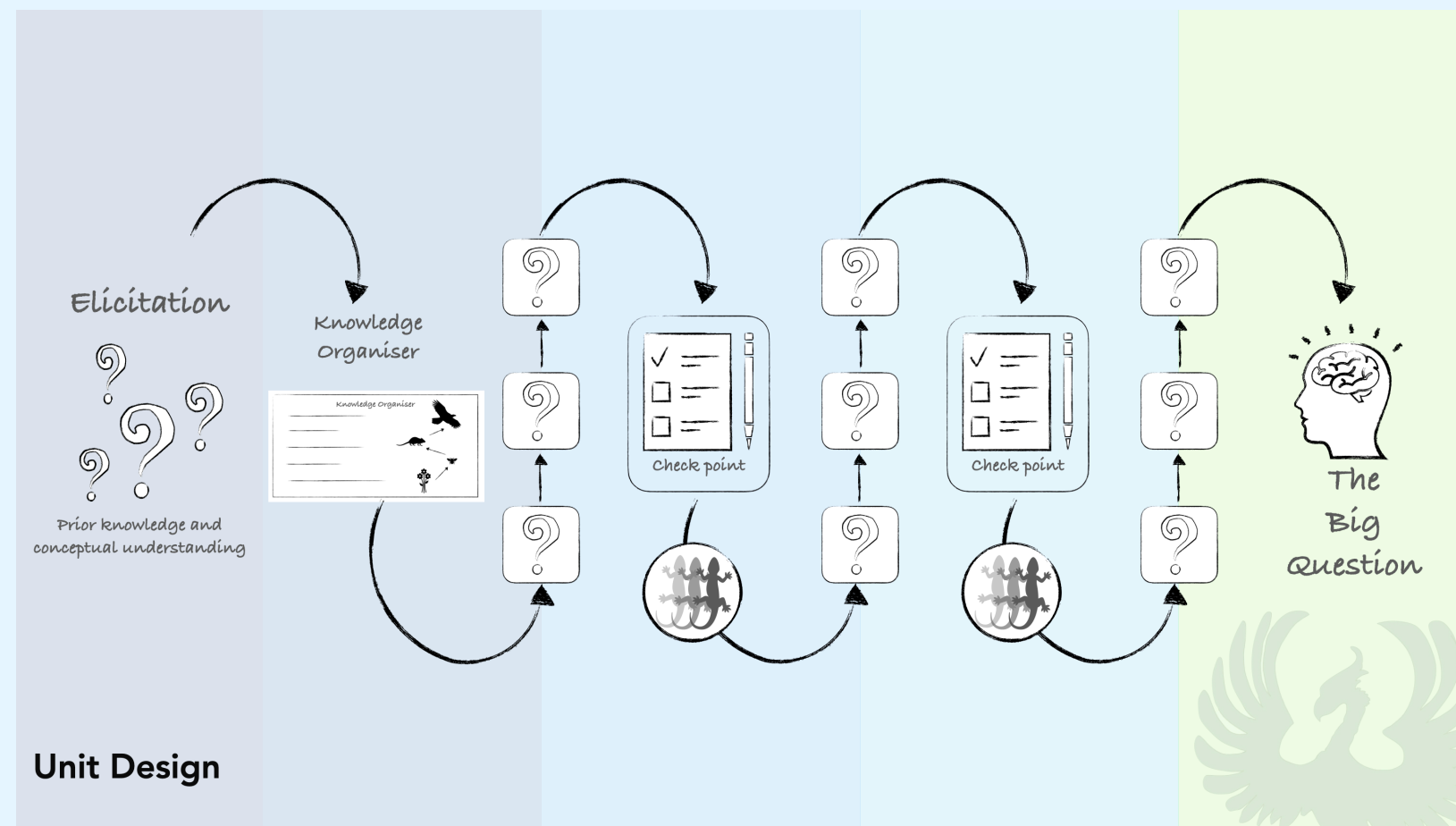
LOVE

Our Curriculum Drivers



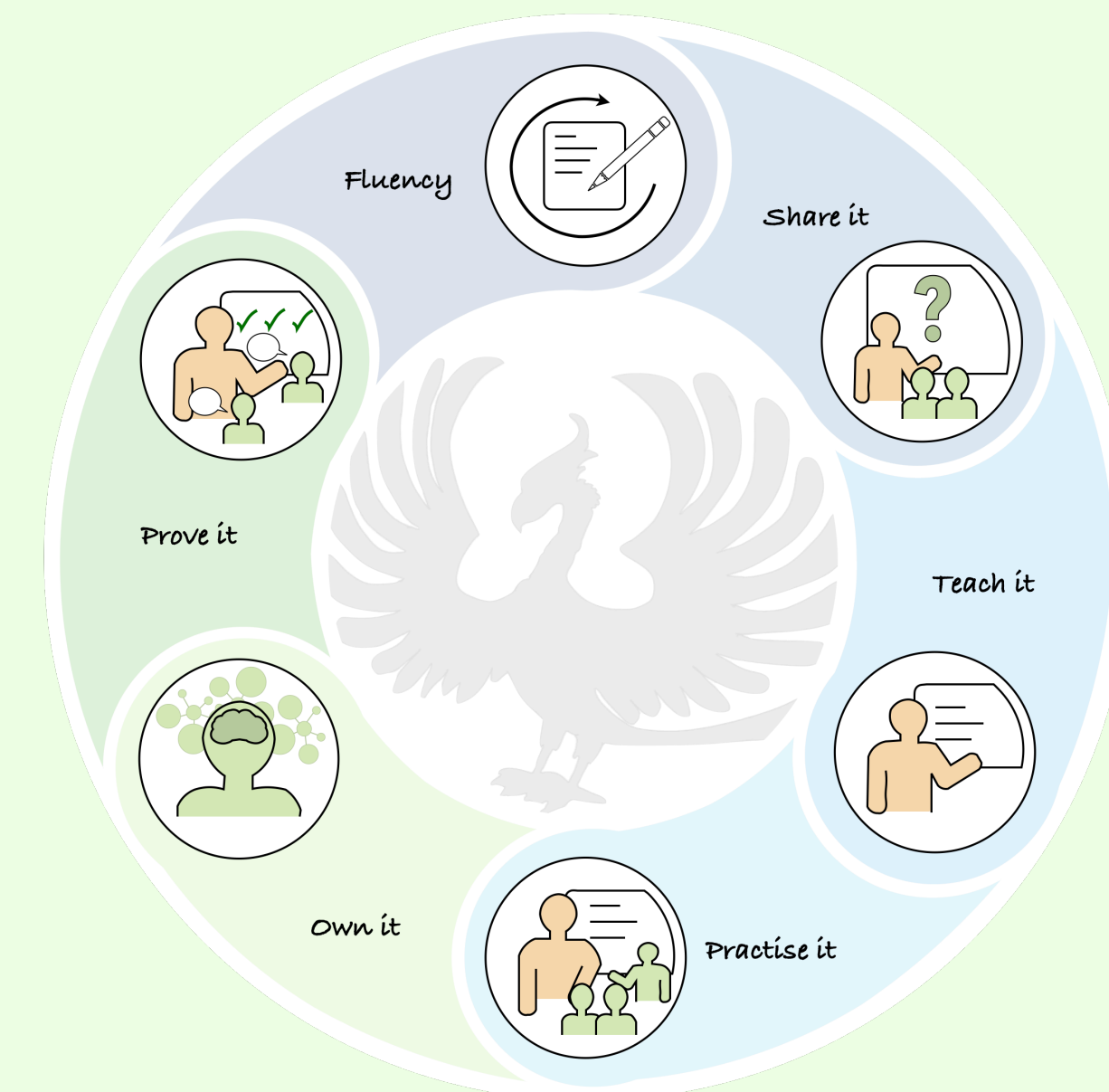
These articulate the ambition of our curriculum and how it will enable children to be confident, successful and ambitious citizens, prepared for life outside of school.

Our Unit Design



These are the principles that teachers adhere to when designing a unit of work, to ensure it builds upon prior learning and leads to secure schema.

Our Lesson Design



This is the structure we follow during lessons to reduce cognitive load and ensure all children are able to succeed.

Intent

At St Bartholomew's, we believe music can change the way we think and feel and offers a powerful form of expression and communication.

It is our intention to offer all pupils a high-quality music education which helps the body and mind work together. We believe children should have the opportunity to explore different musical experiences, from composing with instruments and digital music to performing and evaluating in order to reach their musical potential.

Implementation

Using a combinations of lessons based on the BBC Ten Pieces alongside Charanga, we to ensure our lessons cover key skills from the National Curriculum including music appreciation and learning to play an instrument.

During the school year, the children will develop their understanding, skills and techniques in all areas of music through a sequence of lessons which build on prior knowledge and experience to maximise learning for all children. Children will explore a variety of instruments including tune and untuned percussion, vocals, recorder and ukulele. They will also use GarageBand to experiment with a variety of different instruments, genres and techniques.

Music is an integral part of school life and children are invited and encouraged to take part in concerts and performances throughout the year.

We offer musical clubs to engage our musicians as well as lessons with peripatetic teachers and live music.

Impact

We use a variety of strategies to evaluate the musical skills

- CPD to ensure that teacher pedagogy and assessment is secure.
- regular feedback and pupil voice feedback.
- subject monitoring, including book looks.
- regular low stakes knowledge assessments, using a range of creative approaches.
- cross-trust moderation to ensure secure teacher judgements.



Sing and use voice



Learn and use instruments



Listen, review and evaluate



Digital composition

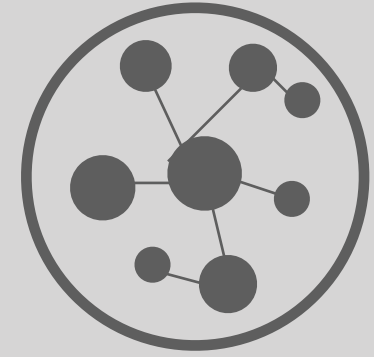


Perform



Information

Isolated facts that can have no organisational basis or links



Schema

Knowledge organised in a meaningful way - memories (emotional), concepts, knowledge

Second Order Concepts

'The kinds of questions a musician asks'

Second-order concepts: these shape the key questions asked in a subject and organise the subject knowledge.

Listen and appraise

- What can you hear?*
- How does it make you feel?*
- What can you compare this music to?*
- How can you describe this piece?*

Notation

- How could this be written down?*
- How can we signify silence?*
- What do these notes mean?*
- What do these symbols represent?*

Performance

- Why should I sing this part quietly?*
- How can I control my volume?*
- How do I want my audience to feel?*
- How can all the parts blend together as one?*

Pitch and rhythm

- Are there high or low notes?*
- How could you describe the pace of this music?*
- How are the sounds made?*

Composition

- What structure/pattern does this piece follow?*
- How do the instruments perform together?*
- Why have you chosen these instruments?*



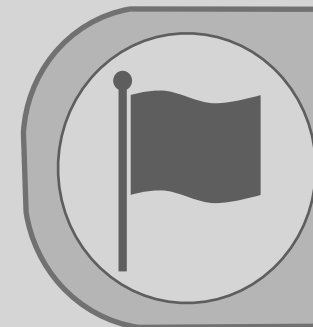
Key Concepts (Big Ideas)

Key concepts identify the content or focus areas of study



Performance

The skills and knowledge required to perfect the piece in readiness for others to hear.



Culture

Where the music originated from and any influences from around the world.



Composition

The structure of a piece and how it is constructed.

History

The study of the origins and evolution of music over time including composers and eras.



Instruments

The name of the instrument and how the sound is made.

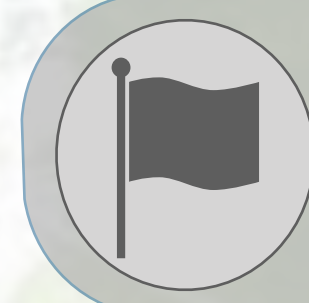


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Where the music originated from and any influences from around the world.



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Instruments

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EYFS	Year 1/2	Year 3/4	Year 5/6
Colour Symphony Dancing Dinosaurs Jack and the Beanstalk		Handel Wagner	Price
		Sebelius Dvorak Stravinsky	Sebelius Heitor Villa Lobos
Big Bear Funk		Vivaldi Stravinsky Britten	Grieg
		Orff Mozart	Holst Wagner Tchaikovsky
Aquarium		Elgar Meredith Haydn	REeich

Knowledge and Understanding			
	EYFS	Y1	Y2
Sing and use voice	I can begin to build a repertoire of songs. I can sing in a group or on my own. I can sing a range of well-known songs and nursery rhymes.	I can explore the explore my voice my learning songs, raps and chants. I can use my voice expressively and creatively with confidence. I can demonstrate good singing posture. I can identify different dynamics, rhythm and pitch when singing. I can sing in unison.	I can sing songs in a round. I can sng and recognise simple melodic shapes and patterns. I can take a lead in activities that involve imitation or call and response. I can sing/chant in unison and with a simple second part. I can sing topic-related songs using creativity and expression to create dramatic effect.
Possible Questions	<i>Which nursery rhymes, action songs, Christmas songs do you know? What is your favourite song to sing?</i>	<i>Which songs can you sing? How should you sit or stand to sing?</i>	<i>How can you create dramatic effect with your voice/instrument? What is a round? How can you sing in a round</i>
Listen, review and evaluate	I can perform movements and actions to topic songs/music. I can listen to different sounds eg animals, rain, instruments.	I can listen to a variety of music from BBC 10 pieces (see overview). I can listen with attention and concentration. I can identify different instruments in a piece of music. I can describe how a piece of music makes me feel. I can express opinions, discuss similarities and differences between two pieces.	I can notice how music can be used to create different moods. I can explain how music can communicate ideas. I can listen to my own music and understand how to improve my compositions. I can explain similarities and differences between composers, genres and instruments. I am beginning to recognise how music will fit a topic/theme.
Possible Questions	<i>What can you hear? Which movements match this music?</i>	<i>What can you hear? Can you hear the piano? How does this music make you feel? Explain whether or not you like this music. What's the same? What's different?</i>	<i>How are these sounds/composers/genres the same/different? What mood does this music create? How is the music telling the story?</i>
Compose. Notate and perform	I can perform songs and stories to parents/carers I can explore different sounds the instruments can make. I can experiment with untuned percussion. I can play clapping games. I can play a piece of music with a group. I can choose an instrument to create a specific sound.	I can identify the pulse in a piece of music and move/play along to it. I can control dynamics. I can play instruments within a group. I can keep a steady pulse/tempo and control the speed of sounds made.	I can perform simple rhythmic patterns. I can play a drum using different techniques. I can keep a steady pulse whilst adding rhythmic patterns. I can read and play simple notations, individually and in teams. I can recall, repeat and play simple rhythmic patterns. I can choose and order sounds in a beginning, middle and an end. I can create short musical patterns. I can perform and interpret a piece using simple notation. I can follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head. I can notate a composition using simple graphic notation. I understand that music can be notated in different ways.
Possible Questions	<i>How can you describe the sound the drum makes? Which instrument will make the loudest sound?</i>	<i>How can you change the dynamics of an instrument? How can you keep a steady pulse? What does it feel like to play music in a group?</i>	<i>What can you hear? What does this music tell you? What do these notes mean? Which sounds would you put at the beginning/middle/end</i>

Knowledge and Understanding			
	EYFS	Y1	Y2
Learn and use instruments	<p>I can explore different sounds of instruments.</p> <p>I can experiment with untuned instruments and play clapping games.</p> <p>I can play in a group.</p> <p>I can change the tempo of my playing.</p> <p>I can choose an instrument to create a specific sound.</p>	<p>I can improvise or play along with a piece of music.</p> <p>I can start and stop a sound.</p> <p>I can make long and short sounds.</p> <p>I can play sounds that are very different (high and low, loud and quiet.)</p>	<p>I can investigate long and short sounds on my instrument.</p> <p>I can explore changes in pitch.</p> <p>I am beginning to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</p>
Possible Questions	<p>Can you play me that music at a faster/slower tempo?</p> <p>How can you change the tempo of your playing?</p> <p>Why did you choose that instrument?</p> <p>What sounds can you make with that instrument?</p>	<p><i>How can you change the sound an instrument makes?</i></p> <p><i>How does sound change?</i></p> <p><i>How do you start/stop the sound on this instrument?</i></p>	<p><i>How can you make long or short sounds on this instrument?</i></p> <p><i>How can you make high or low notes on this instrument?</i></p>
Digital Composition	<p>I can perform my songs to parents/carers.</p> <p>I can make different sounds using digital media to create sound effects in a play.</p> <p>I can explore how to change sounds.</p>	<p>I can experience using Music Technology to capture, change and combine sounds.</p> <p>I can navigate and select Live Loops.</p> <p>I can build and record drum beats.</p> <p>I can develop new ideas from song lyrics and organise them into a chorus and verse.</p> <p>I can create simple loops.</p>	<p>I can experience using Music Technology to capture, change and combine sounds.</p> <p>I can edit Live Loops and create effects.</p> <p>I can perform and record guitar, bass, keyboard and drums.</p> <p>I can add sounds to a digital bank.</p>
Possible Questions	<p>How did you create that sound?</p> <p>Why did you choose that sound?</p>	<p><i>How can you make digital music?</i></p> <p><i>When would live loops be useful?</i></p>	<p><i>Why might we need to edit ideas?</i></p> <p><i>How do you add sounds to a digital bank?</i></p>

Knowledge and Understanding				
	Y3	Y4	Y5	Y6
Sing and use voice	<p>I can sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</p> <p>I can clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</p> <p>I can sing and recognise short melodic shapes and rhythmic patterns from memory.</p>	<p>I can perform with control and awareness of what others in the group are singing. I can sustain a drone or melodic obstinate to accompany singing..</p> <p>I can demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</p> <p>I can sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</p> <p>I can continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</p> <p>I can add my own words to an existing tune to make a new song.</p>	<p>I can demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</p> <p>I can sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</p>	<p>When singing,I can show greater mastery and control of tone, diction, posture and breathing consistently.</p> <p>I can maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</p>
Possible Questions	<p><i>What is a pulse?</i></p> <p><i>What shape or patterns did you just sing?</i></p>	<p><i>Why do we need good posture when we are singing?</i></p> <p><i>How can you control your voice?</i></p> <p><i>How can you sing expressively?</i></p>	<p><i>Why is it important to have good diction when singing?</i></p> <p><i>How can my singing impact my audience?</i></p>	<p><i>Why is breathe control important when I sing?</i></p>
Listen, review and evaluate	<p>I am becoming aware of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</p> <p>I can make constructive comments on own and others’ music to develop compositions and performances.</p> <p>I can use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</p> <p>I am beginning to recognise how composers use the inter-related dimensions of music to create effects and mood.</p>	<p>I can analyse and explore the way sounds can be combined and used expressively.</p> <p>I can comment on a musician’s use of technique to create an effect.</p> <p>I can recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</p> <p>I can make constructive comments on own and others’ music to develop compositions and performances discussing some of the inter-related dimensions of music.</p> <p>I can use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</p> <p>I can identify how composers use the inter-related dimensions of music to create effects and mood.</p> <p>I can ask questions about music in other cultures and traditions.</p>	<p>I can compare and discuss differences in performances of the same piece of music.</p> <p>I can make constructive comments on own and others’ music to develop compositions and performances making use of inter-related dimensions of music.</p> <p>I can use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, repetition, Sequence).</p> <p>I can recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres.</p> <p>I can discuss music in subjective and objective terms using musical vocabulary.</p>	<p>I can compare and discuss differences in performances of the same piece of music.</p> <p>I can recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed).</p> <p>I can compare and discuss differences in performances of the same piece of music.</p> <p>I can make constructive and refined comments on own and others’ music to develop compositions and performances using the full range of inter-related dimensions of music.</p> <p>I can use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>I can recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences</p> <p>I can confidently use a wide range of musical vocabulary.</p>
Possible Questions	<p><i>What did you notice?</i></p> <p><i>What’s the same/different?</i></p> <p><i>What did you like/dislike about that music?</i></p> <p><i>Why is this music being performed in this way?</i></p>	<p><i>What is the structure of this piece?</i></p> <p><i>Which other pieces of music have you heard before that sound like this?</i></p> <p><i>What do you think about this piece of music?</i></p> <p><i>How has the composer created this effect?</i></p>	<p><i>Which musical terms can you use to describe this music?</i></p> <p><i>What is the same/different to other pieces of music you have heard?</i></p>	<p><i>What is the same/different to other pieces of music you have heard?</i></p> <p><i>How can you show active listening?</i></p> <p><i>How does music reflect a mood/feeling?</i></p>
Compose. Notate and perform	<p>I can clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</p> <p>I can understand and respond to visual cues for starting and stopping.</p> <p>I can direct others to start and stop using gestures and can follow a conductor.</p> <p>I can maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</p> <p>I can make four-bar rhythms in groups, pairs or individually.</p> <p>I can improvise with increasing confidence. (e.g. using 2 – 3 notes).</p> <p>I can contribute ideas to a group composition, playing own part.</p> <p>I can add pitch names to rhythmic notation to make melodies.</p> <p>I can understand how changes in pitch can be shown on either graphic score and staff notation.</p> <p>I can understand graphic scores and how more than one sound can play at a time to create texture.</p> <p>I am starting to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</p>	<p>I can perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</p> <p>I can understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</p> <p>I can direct others to start and stop using gestures and can follow a conductor.</p> <p>I can maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</p> <p>I can construct a piece with a simple structure (e.g. Binary or Ternary).</p> <p>I can improvise with increasing confidence (e.g. using 2 – 3 notes).</p> <p>I can add pitch names to rhythmic notation to make more complex melodies.</p> <p>I can begin to show an awareness of how changes in pitch can be shown on a stave.</p> <p>I can work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</p>	<p>I can perform using a range of rhythmic and melodic notation combining the inter-related dimensions of music.</p> <p>I can understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</p> <p>I can maintain a third part in a vocal or instrumental piece showing an understanding of texture.</p> <p>I can direct others to start and stop using gestures or counting in, setting tempi and dynamics.</p> <p>I can perform a solo part within a group.</p> <p>I can work independently within a group composition showing thought in selection of instruments and playing techniques.</p> <p>I am beginning to compose using conventional notation for rhythms and/or pitch.</p> <p>I can memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</p> <p>I can construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</p> <p>I can improvise with increasing confidence (e.g. using a scale pattern).</p> <p>I can use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</p> <p>I can compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture.</p> <p>I can recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues).</p>	<p>I can perform using a range of rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</p> <p>I can understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</p> <p>I can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</p> <p>I can construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues).</p> <p>I can improvise with increasing confidence. (e.g. using a scale pattern).</p> <p>I can use different scale patterns to construct melodies (e.g. major, minor, pentatonic).</p> <p>I can compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.</p> <p>I can work independently within a group composition showing thought in selection of instruments and playing techniques.</p> <p>I can notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</p>
Possible Questions	<p><i>How can you create music with repeating patterns?</i></p> <p><i>What can you see on the graphic score that tells to you play higher notes?</i></p> <p><i>What do all the dots mean?</i></p>	<p><i>Why do you need to be able to hear others while you’re playing?</i></p> <p><i>What clues does the conductor give to you?</i></p>	<p><i>How can scales be used to create pieces of music?</i></p> <p><i>How can you change the texture of a piece of music?</i></p> <p><i>How does your conductor control the group?</i></p> <p><i>What do the notes on this musical score mean?</i></p>	<p><i>What is the role of a conductor?</i></p> <p><i>What clues can the conductor give for starting and stopping the music?</i></p> <p><i>How can you develop a mood through music?</i></p> <p><i>How can notation help record your composition?</i></p>

Knowledge and Understanding				
	Y3	Y4	Y5	Y6
Learn and use instruments	<p>I can play a simple melody with technical control of the instrument/voice to create a pleasing sound.</p> <p>I can demonstrate the difference between pulse and rhythm.</p> <p>I can choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</p> <p>I can add pitch names to rhythmic notation to make melodies.</p> <p>I can recognise and describe how sounds are made on different instruments.</p>	<p>I can play notes on an instrument with care so that they sound clear.</p> <p>I can create repeated patterns with a range of instruments.</p> <p>I can carefully control sounds with awareness of their combined effect.</p> <p>I can recognise and describe how sounds are made and changed on different instruments and how this groups them into instrumental families.</p>	<p>I can recognise and identify instrumental families aurally.</p> <p>I can play notes on an instrument with care and control so that they sound clear.</p> <p>I can carefully control sounds with awareness of their combined effect with deliberate purpose.</p>	<p>I can recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</p>
Possible Questions	<p><i>Why is this instrument being used?</i></p> <p><i>Which instruments can you hear?</i></p>	<p><i>How can you create a clear sound on this instrument?</i></p> <p><i>How can you control your sound?</i></p>	<p><i>Which instruments can you hear?</i></p> <p><i>Which other instruments belong to the same family?</i></p> <p><i>Why are these instruments related?</i></p>	<p><i>Which family do these instruments belong to? How do you know?</i></p> <p><i>How can you sort these instruments?</i></p> <p><i>How can you compare these instruments to those from a different culture?</i></p>
Digital Composition	<p>I can explore and develop using Music Technology to capture, change and combine sounds.</p> <p>I can navigate and select live loops.</p> <p>I can create dynamic effects through sections.</p> <p>I can build and record common drum beats.</p>	<p>I can use ICT to compose.</p> <p>I can navigate and select live loops and adjust the tempo for recording.</p> <p>I can create dynamic effects through sections.</p> <p>I can evaluate digital music.</p> <p>I can perform and record using a variety of instruments and chord progressions.</p> <p>I can organise song lyrics into a chorus and verse by identifying rhyming patterns</p>	<p>I can use ICT for recording/refining compositions.</p> <p>I can effectively use Live Loop in a musical piece</p>	<p>To create a piece using ICT (ie garage band).</p> <p>I can effectively use Live Loop in a musical piece by editing and modifying loops to customise templates.</p> <p>I can remix and personalise a song by creating sections and sounds.</p> <p>I can build and record common drum beats in the Beat Sequencer.</p> <p>I can perform and record guitar, bass, keyboard and drums and use chord progression.</p> <p>I can develop new ideas for song lyrics and organise them into a chorus and verses.</p> <p>I can identify different rhyming patters and use them to build lyrics.</p> <p>I can invent new lyrics to an existing song.</p>
Possible Questions	<p><i>How can technology create different sound effects?</i></p> <p><i>How can live loops be used?</i></p> <p><i>How can you record a set of sounds?</i></p>	<p><i>How can you find previously recorded live loops?</i></p> <p><i>Why are live loops helpful for compositions?</i></p> <p><i>What do you think of this music?</i></p> <p><i>How does this digital music make you feel?</i></p>	<p><i>How can you use live loops effectively in composition?</i></p>	<p><i>How can you modify templates on GarageBand?</i></p> <p><i>What patterns can you identify in this digital music?</i></p> <p><i>How can you organise a song?</i></p> <p><i>Why is it important to organise parts of a song?</i></p>

EFYS

Fish - [Aquarium](#)

Bears – Big Bear Funk (Charanga)

Colour – [Colour Symphony](#)

Local area – Police Fire engines

Dinosaurs – Dancing Dinosaurs (Charanga)

Grow me a story – Jack and the Beanstalk

Y1/2

From A – B (Geo) - [Little Red Riding Hood](#) / Boomwhackers

From A – B (His) [The Great Fire of London](#) / Sound Lab

Push Me, Pull You – Round and Round (Charanga) / Boomwhackers

The Stories People Tell - [Traditional Tale](#) / Sound Lab

Green Fingers - Finlandia by Jean Sibelius / Boomwhackers

The Magic Toymaker - [Music Instruments together](#) / Sound Lab

Y3/4

Land, Sea, Sky – [Vivaldi Winter](#) / GarageBand

Young Entrepreneurs – [Handel Zadok the Priest](#) / Recorders

They Made a Difference – [Dvorak New World Symphony](#) / Recorders

Different places, similar lives – [Sebelius Finlandia](#) / Recorders

[Feel the Force](#) – [Carl Orff O Fortuna](#) / GarageBand

Scavengers and Settlers – [Elgar Enigma Variations](#) / GarageBand

Y5/6

Bake it – George Gershwin Rhapsody in Blue / GarageBand

Full Power – Tchaikovsky The Nutcracker / Ukuleles

The Great, the Bold and the Brave – Grieg In the Hall of the
Mountain King / GarageBand

Earth as an Island – Hans Zimmer . Ukuleles

Roots, Shoots and Fruits – Florence Price symphony in E minor /
GarageBand

AD900 – Delia Derbyshire Dr Who / Ukuleles

EFYS

Fish - [Aquarium](#)

Bears – Big Bear Funk (Charanga)

Colour – [Colour Symphony](#)

Local area – Police Fire engines

Dinosaurs – Dancing Dinosaurs (Charanga)

Grow me a story – Jack and the Beanstalk

Y1/2

Treasure Island - [Sun, Sea, Song](#) / Boomwhackers

Let's celebrate - [Guy Fawkes and the Gunpowder Plot](#) / Sound Lab

Super Human - Mars from The Planets by Gustav Holst / Boomwhackers

People of the Past - [History – Famous People](#) / Sound Lab

Live and Let Live - No Place Like by Kerry Andrews / Boomwhackers

Buildings - The Lark Ascending by Vaughan Williams / Sound Lab

Y3/4

Living Things – [Wagner Ride of the Valkyries](#) / GarageBand

How Humans Work – [Anna Meredith Connect It](#) / Recorders

Temples, Tombs and Treasures – [Mozart Horn Concerto No. 4](#) / Recorders

Bright Sparks – [Haydn Trumpet Concerto](#) / Recorders

What's the Matter – [Stravinsky Storm](#) / GarageBand

Island Life – [Britten Storm](#) / GarageBand

Y5/6

Space Scientists – Holst Mars / GarageBand

WWII - Vaughan Williams The Lark Ascending / Ukuleles

Moving People – Steve Reich – Music for 18 Musicians / Garageband

Buena Onda – Heitor Villa Lobos Bachianas Brasileiras / Ukuleles

Out of Africa – Modest Mussorgsky A night on the bare mountain /
Garageband

Going Global – Ravi Shankar Symphony Finale / Ukuleles

EYFS Curriculum Coverage

EYFS Curriculum Coverage		T1	T2	T3	T4	T5	T6
		Only One Me - Aquarium	Down in the Woods - Big Bear Funk	- Colour Symphony	- Police, Fire Engines	Dinosaur Detectives - Dancing Dinosaurs	Grow me a Story - Jack and the Beanstalk
Expressive Arts and Design	I can explore, use and refine a variety of artics effects to express my ideas and feelings.		✓			✓	✓
	I can return to and build on my previous learning, refining ideas and developing their ability to represent them.			✓	✓	✓	
	I can create collaboratively, sharing ideas, resources and skills.	✓	✓			✓	✓
	I can listen attentively, move to and talk about music, expressing my feelings and responses.	✓		✓	✓	✓	
	I can sing in a group or on my own, increasingly matching the pitch and following the melody.	✓	✓	✓	✓	✓	✓
	I can explore and engage in music making and dance, performing solo or in groups.	✓				✓	✓
Being imaginative and expressive	I can sing a range of well-known nursery rhymes and songs.	✓	✓		✓	✓	✓
	I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	✓	✓		✓	✓	✓
Communication and language	I can listen carefully to rhymes and songs, paying attention to how they sound.		✓	✓	✓	✓	✓
	I can learn rhymes, poems and songs.		✓			✓	✓
Physical Development	I can combine different movements with ease and fluency	✓		✓	✓	✓	✓

Year 3&4 Curriculum Coverage

Year A

Year B

T1

T2

T3

T4

T5

T6

T1

T2

T3

T4

T5

T6

Land, Sea, Sky - Vivaldi

Young Entrepreneurs - Handel

They Made a Difference - Dvorak

Different Places, similar lives - Sebelius

Feel the Force - Carl Orff

Scavengers and Settlers - Elgar

Living Things - Wagner

How Humans Work - Anna Meredith

Temples, Tombs and Treasures - Mozart

Bright Sparks. - Haydn

What's the Matter - Stravinsky

Island Life - Britten

Learn and use instrument

I can play clear notes on instruments.

I can combine different sounds to create a specific mood or feeling.

Sing and use voice

I can sing a tune with expression.

I can sing songs from memory with accurate pitch.

Listen, review and evaluate

I can use musical words to describe a piece of music and compositions.

I can use music words to describe what I do and do not like about a piece of music.

I can recognise the work of at least one famous composer.

I can improve my work; explaining how it has been improved.

I can explain why silence is often needed in music and explain what effect it has.

I can identify the character in a piece of music.

I can begin to identify the style of work of Beethoven, Mozart and Elgar.

I can identify and describe the different purposes of music.



Year 3&4 Curriculum Coverage Continued		Year A						Year B					
		T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6
		Land, Sea, Sky - Vivaldi	Young Entrepreneurs - Handel	They Made a Difference - Dvorak	Different Places, similar lives - Sebelius	Feel the Force - Carl Orff	Scavengers and Settlers - Elgar	Living Things - Wagner	How Humans Work - Anna Meredith	Temples, Tombs and Treasures - Mozart	Bright Sparks. - Haydn	What's the Matter - Stravinsky	Island Life - Britten

Compose notes and perform	I can use different elements in my composition.		✓	✓	✓				✓	✓	✓	✓	✓
	I can create repeated patterns and improvise with different instruments.	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
	I can perform a simple part rhythmically	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I can use notation to record and interpret a sequence of pitches in a small group or on my own.			✓	✓	✓			✓	✓	✓	✓	✓
	I can compose melodies and songs.			✓	✓	✓			✓	✓	✓	✓	✓
	I can create accompaniments for tunes. a beginning, middle and an end.	✓		✓		✓	✓		✓	✓	✓	✓	✓

Digital Composition	I can navigate and select live loops and adjust the tempo for recording.	✓				✓		✓				✓	✓
	I can create dynamic effects through sections.	✓				✓		✓				✓	✓
	I can evaluate digital music.	✓				✓		✓				✓	✓
	I can build and record common drum beats.	✓				✓		✓				✓	✓
	I can perform and record using a variety of instruments and chord progressions.	✓				✓		✓				✓	✓
	I can organise song lyrics into a chorus and verse by identifying rhyming patterns.	✓				✓		✓				✓	✓

Year 5&6 Curriculum Coverage

Year A

Year B

T1

T2

T3

T4

T5

T6

T1

T2

T3

T4

T5

T6

Bake It - Gershwin

Full Power - Tchaikovsky

The Great, the Bold and the Brave - Greig

Earth as an Island - Zimmer

Roots, Shoots & Fruits - Florence Price

AD900 - Delia Derbyshire

Space Scientists - Holst

WWII - Vaughan Williams

Moving People - Steve Reich

Buena Onda - Hector Villa

Out of Africa - Mussorgsky

Going Global - Shankar

Learn and use instrument

I can maintain my part whilst others are performing their part.

I can choose the most appropriate tempo for a piece of music.

I can play parts from memory.

Sing and use voice

I can breathe in the correct places when singing.

I can sing in harmony confidently and accurately.

Listen, review and evaluate

I can describe, compare and evaluate music using musical vocabulary.

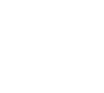
I can explain why I think music is successful or unsuccessful.

I can suggest improvement to my own work and that of others.

I can contrast the work of a famous composer and explain my preferences.

I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.

I can analyse features within different pieces of music.



Year 5&6 Curriculum Coverage Continued		Year A						Year B					
		T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6
		Bake It - Gershwin	Full Power - Tchaikovsky	The Great, the Bold and the Brave - Greig	Earth as an Island - Zimmer	Roots, Shoots & Fruits - Florence Price	AD900 - Delia Derbyshire	Space Scientists - Holst	WWII - Vaughan Williams	Moving People - Steve Reich	Buena Onda - Hector Villa	Out of Africa - Mussorgsky	Going Global - Shankar
Compose notes and perform	I can use notation to record groups of pitches (chords).	✓	✓	✓		✓	✓			✓			
	I can use my music diary to record aspects of the composition process.	✓	✓	✓	✓	✓	✓		✓		✓		
	I can use a variety of different musical devices in my compositions (including melody, rhythms and chords).			✓	✓	✓	✓	✓	✓		✓	✓	✓
	I can take the lead in a performance.	✓		✓	✓			✓		✓			
Digital Composition	I can effectively use Live Loop in a musical piece by editing and modifying loops to customise templates.	✓		✓		✓	✓	✓		✓		✓	
	I can remix and personalise a song by creating sections and sounds.	✓		✓		✓	✓	✓		✓		✓	
	I can build and record common drum beats in the Beat Sequencer.	✓		✓		✓	✓	✓		✓		✓	
	I can perform and record guitar, bass, keyboard and drums and use chord progression.	✓		✓		✓	✓	✓		✓		✓	
	I can develop new ideas for song lyrics and organise them into a chorus and verses.	✓		✓		✓	✓	✓		✓		✓	
	I can identify different rhyming patterns and use them to build lyrics.	✓		✓		✓	✓	✓		✓		✓	
	I can invent new lyrics to an existing song.	✓		✓		✓	✓	✓		✓		✓	

Communication and language

- Listen carefully to rhymes and songs ,paying attention to how they sound.
- Learn rhymes, poems and songs.



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.

Key Vocabulary

Rhythm	Rap	Unison	High sounds
Pitch	Concerto	Phrase	Low sounds
Pulse	Perform	Tempo	Nursery Rhyme

Music - EYFS



Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.



Physical Development

- Combine different movements with ease and fluency.



Learn and use instruments

I can use instruments to perform.
I can repeat short rhythmic and melodic patterns.
I can make different sounds with instruments.
I can increase and decrease tempo.



Digital composition

I can navigate and select Live Loops.
I can edit Live Loops and create effects.
I can build and record drum beats.
I can perform and record guitar, bass, keyboard and drums.
I can develop new ideas for song lyrics and organise them into a chorus and verse.



Key Vocabulary

acoustic	Duration	score
accompaniment	layering	improvisation
body percussion	notation	composition
chord	ostinato	texture
drone	phrase	tuned percussion

Music - Year 1 / 2



Sing and use voice

I can use my voice to speak, sing and chant.
I can make different sounds with my voice.
I can sing and follow a melody.



Listen, review and evaluate

I can listen out for particular things when listening to music.
I can improve my own work.



Compose, notate and perform

I can order sounds to create a beginning, middle and an end.
I can create music in response to different starting points.
I can choose sounds which create an effect.
I can use symbols to represent sounds.
I can make connections between notations and musical sounds.



Learn and use instruments

I can play clear notes on instruments.
I can combine different sounds to create a specific mood or feeling.



Digital composition

I can navigate and select live loops and adjust the tempo for recording.
I can create dynamic effects through sections.
I can evaluate digital music.
I can build and record common drum beats.
I can perform and record using a variety of instruments and chord progressions.
I can organise song lyrics into a chorus and verse by identifying rhyming patterns.



Key Vocabulary

cluster	conductor	interval	musical elements
lyrics	improvise	motif	programme music
notation	pentatonic	score	body percussion
duration	rest	castanets	call and response
round	ostinati	timbre	step movement
accompaniment	score	dynamics	melodic phrase

Music - Year 3 / 4



Sing and use voice

I can sing a tune with expression.
I can sing songs from memory with accurate pitch



Listen, review and evaluate

I can use musical words to describe a piece of music and compositions.
I can use music words to describe what I do and do not like about a piece of music.
I can recognise the work of at least one famous composer.
I can improve my work; explaining how it has been improved.
I can explain why silence is often needed in music and explain what effect it has.
I can identify the character in a piece of music.
I can begin to identify the style of work of Beethoven, Mozart and Elgar.
I can identify and describe the different purposes of music.



Compose, notate and perform

I can use different elements in my composition.
I can create repeated patterns and improvise with different instruments.
I can perform a simple part rhythmically
I can use notation to record and interpret a sequence of pitches in a small group or on my own.
I can compose melodies and songs.
I can create accompaniments for tunes.



Learn and use instruments

I can maintain my part whilst others are performing their part.
I can choose the most appropriate tempo for a piece of music.
I can play parts from memory.



Digital composition

I can effectively use Live Loop in a musical piece by editing and modifying loops to customise templates.
I can remix and personalise a song by creating sections and sounds.
I can build and record common drum beats in the Beat Sequencer.
I can perform and record guitar, bass, keyboard and drums and use chord progression.
I can develop new ideas for song lyrics and organise them into a chorus and verses.
I can identify different rhyming patterns and use them to build lyrics.
I can invent new lyrics to an existing song.



Key Vocabulary

orchestration	choral	balance	12-bar Blues
articulation	accent	coda	bass/treble clef
cue	attack	prelude	syncopation
synthesiser	descant	rondo	swing
expression	ensemble	symphony	theme
harmony	cyclic pattern	folk (music)	musicality
triad	timpani	offbeat	phrasing

Music - Year 5 / 6



Sing and use voice

I can breathe in the correct places when singing.
I can sing in harmony confidently and accurately.



Listen, review and evaluate

I can describe, compare and evaluate music using musical vocabulary.
I can explain why I think music is successful or unsuccessful.
I can suggest improvement to my own work and that of others.
I can contrast the work of a famous composer and explain my preferences.
I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.
I can analyse features within different pieces of music.
I can compose and contrast the impact that different composers from different times have had on people of that time.



Compose, notate and perform

I can improvise within a group using melodic and rhythmic phrases.
I can compose music which meets specific criteria.
I can use notation to record groups of pitches (chords).
I can use my music diary to record aspects of the composition process.
I can use a variety of different musical devices in my compositions (including melody, rhythms and chords).
I can take the lead in a performance.



- **Maths**

- Using music makes facts more memorable eg creating songs about multiplication tables, order of operations or creating sequences of numbers with musical representation.
- When working with Live Loops, children can calculate the number of beats in a bar/sequence and how many repeats are needed for their new composition.
- Maths skills can be reinforced by building beats.
- Equations can be substituted with note values and patterns made where different note lengths equal a single measure or many measures.
- Fractions can be explored using time signatures and rhythms for example 1/8 or 1/16. Percussion instruments/voices can then be used representing the subdivision of beats.

How does music link to the curriculum?

- **English**

- Music can support building suspense and resolution when writing a novel or story and can add to the atmosphere by conveying the mood or emotion of a conflict or resolution.
- Character development can be enhanced in a story by creating music to match a character's personality, as can the mood or atmosphere of the story when music is composed to reflect the feeling.
- When writing poetry, a background song can be composed to create intensity and completion. Music can also support understanding the rhythm of a poem by creating drumbeats to play as backgrounds to classic poems, limericks or other literary works.
- Children can practise vocabulary by recording a vocabulary rap, writing lyrics about the words relating to an area of focus.

- **Coding**

- App prototypes that translate data sets, such as constellations, into an orchestral piece can be designed using music.
- Each data point would be assigned an instrument to produce unique orchestral songs.
- Children can create algorithms that choose drumbeats and harmonic patterns to create songs that are similar to a mood in a room based on data taken from lighting or sound volume on a camera.

- **Science**

- Through music, Science concepts can be further explored and understood.
- Melodic notes will be explored by altering the length of a vibrating instrumental string. Children will understand that as the length of the string is shortened, the pitch of the note will get higher.
- When studying the environment, a soundscape from a specific habitat can be recorded. A conversation could be composed between animals, each being represented by different instruments or tones.
- Songs can be composed to support the learning of scientific concepts making them more memorable and understandable, for example chemical properties, taxonomy or weather patterns.

- **Humanities**

- Music and dance from different historical eras can be recreated to consolidate understanding of the era using digital or live instrumental music.
- Inventions can be commemorated by creating commercial jingles.
- When studying historical people, children can create theme songs about their lives and significance to be played in iMovie with photos and the research work.
- Songs and composition can also be created to represent different cultures and traditions from around the world.