

Music Golden Threads

December 2023

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listen and Appraise*****Declarative knowledge*** | Know twenty nursery rhymes off by heart. Know the stories of some of the nursery rhymes.Learn that music can touch your feelings. Enjoy moving to music by dancing, marching, being animals or Pop stars. | Know five songs off by heart. Know what the songs are about. Know and recognise the sound and names of some of the instruments they use.Enjoy moving to music by dancing, marching, being animals or pop stars. | Know five songs off by heart. Know some songs have a chorus or a response/answer part. Know that songs have a musical style.Learn how songs can tell a story or describe an idea.Enjoy moving to music by dancing, marching, being animals or pop stars.  | Know five songs from memory and who sang them or wrote them. Know the style of the five songs. Choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the songConfidently identify and move to the pulse. Think about what the words of a song mean. Discuss how the song makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. | Know five songs from memory, the style of the songs and who sang them or wrote them. Talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.Confidently identify and move to the pulse. Talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. When you talk try to use musical words. | Know five songs from memory, who sang or wrote them, when they were written and, if possible, why? Know the style of the five songs and name other songs from the Units in those styles. Choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time?Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music. When you talk try to use musical words. Talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. | Know five songs from memory, who sang or wrote them, when they were written and why? Know the style of the songs and name other songs from the Units in those styles. Choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about the fact that we each have a musical identity.Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music. Use musical words when talking about the songs. Talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. |
| **Musical dimensions*****Declarative knowledge*** | Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Copy basic rhythm patterns of single words, building to short phrases from the song/s. Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.  | Know that music has a steady pulse, like a heartbeat. Create rhythms from words, our names, favourite food, colours and animals.Find the pulse to a piece of music.Listen to a rhythm and clap it back.Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Create rhythms for others to copy Pitch Copy Back -Listen and sing back. Vocal warm-ups. Use your voices to copy back using ‘la’. | Know that rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.Find the pulse. Choose an animal and find the pulse. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Create rhythms for others to copy.Pitch Copy Back and Vocal Warm-ups -Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat.  | Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.Find the Pulse 2. Rhythm Copy Back: : Clap and say back rhythms.Create your own simple rhythm patterns.Perhaps lead the class using their simple rhythms.Pitch Copy Back Using 2 Notes Copy back – ‘Listen and sing back’ (no notation).Copy back with instruments, without then with notation.Copy back with instruments, without and then with notation.Pitch Copy Back and Vocal Warm-ups | Know and be able to talk about: ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond toFind the Pulse Rhythm Copy Back: Clap and say back rhythms Create your own simple rhythm patterns Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes: Copy back – ‘Listen and sing back’ (no notation)Copy back with instruments, without then with notation Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups | Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond toFind the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat.Copy back one-note riffs using simple and syncopated rhythm patterns.Lead the class by inventing rhythms for others to copy back.Copy back two or three-note riffs by ear and with notation.Question and answer using one, two or three different notes.  | Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond toFind the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat.Copy back one, two or three-note riffs using simple and syncopated rhythm patterns. Lead the class by inventing rhythms for others to copy back. Question and answer using one, two or three different notes.  |
| **Singing*****Declarative knowledge*** | Sing or rap nursery rhymes and simple songs from memory. Sing along with a pre-recorded song and add actions. Sing along with the backing track. | Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. | Know that unison is everyone singing at the same time. Know why we need to warm up our voices.Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. | Know why you must warm up your voice.Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo. Sing with awareness of being ‘in tune’. Have an awareness of the pulse internally when singing. | Know why you must warm up your voiceSing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo. Sing with awareness of being ‘in tune’. Rejoin the song if lost. Listen to the group when singing. | Know and confidently sing five songs and their parts from memory, and sing them with a strong internal pulse. Choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping Know what the song is about and the meaning of the lyrics. Know and explain the importance of warming up your voice.Sing in unison and sing backing vocals.. Listen to the group when singing. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. Sing with awareness of being ‘in tune’. | To know and confidently sing five songs and their parts from memory, and sing them with a strong internal pulse. Know about the style of the songs so you can represent the feeling and context to your audience Choose a song and be able to talk about: Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping Know what the song is about and the meaning of the lyrics.Know and explain the importance of warming up your voice.Sing in unison and sing backing vocals. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. Sing with awareness of being ‘in tune’. |
| **Playing instruments*****Procedural knowledge*** | Play a simple instrumental part to a nursery rhyme. | Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. | Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.Treat instruments carefully and with respect.Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. | Know and be able to talk about: the instruments used in class (a glockenspiel or recorder).Treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. | Know and be able to talk about: the instruments used in class (a glockenspiel or recorder), other instruments they might play or be played in a band or orchestra or by their friends.Treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Experience leading the playing by making sure everyone plays in the playing section of the song. | Know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends.Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Lead a rehearsal session. | Know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friendsPlay a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Lead a rehearsal session. |
| **Improvisation*****Procedural knowledge***  | Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.  | Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. | Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise – Take it in turns to improvise using one or two notes. | Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise – Take it in turns to improvise using one or two notes. | Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise – Take it in turns to improvise using one, two or three notes. | Play and Copy Back – Copy back using instruments. Use one, two or three notes.Play and Improvise – Question and Answer using instruments. Use one, two or three notes in your answer. Always start on a G. Improvisation using up to three notes. The notes will be provided on-screen and in the lesson plan: Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) | Use the improvisation tracks – Copy back using instruments. Use one, two or three notes. Play and Improvise – Question and Answer using instruments. Use one, two or three notes in your answer. Always start on a G. Improvisation using up to three notes. The notes will be provided on-screen and in the lesson plan: Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) |
| **Composition*****Procedural knowledge*** | Add a 2-note melody to the rhythm of the words. Play with two pitched notes to invent musical patterns | Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. | Help create three simple melodies using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. | Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |
| **Performing*****Procedural knowledge*** | Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about | Choose a song they have learnt from the Scheme and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it. | Choose a song they have learnt from the Scheme and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it. | Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with what they would change and why. | Choose what to perform and create a programme. Present a musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with what they would change and why. | Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?” |