

Music Programme of Study

Music Curriculum Intent

Music plays a large role at Yardley Primary and is fundamental to creating aspirational and knowledge rich pupils. The children will listen to, discuss and evaluate music across a range of historical periods, genres and styles from different backgrounds and traditions.

The children will sing, compose and create music as part of a whole class, groups or on their own. They will experience creating music both with traditional instruments and through using technology and software packages.

Pupils will explore and gain an understanding of how music is created, produced and communicated as well as learning key concepts such as pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils will have opportunities outside of the regular curriculum to learn a musical instrument, to take part in music workshops and to sing and perform as part of a choir.

Year 1

Unit 1.1

Associated language:

- dynamics, eg loud, quiet
- tempo, eg fast, slow
- pitch, eg high, low
- timbre, eg words describing the qualities of sounds, such as rattling, smooth, tinkling; words relating to sound production, such as hitting, shaking, scraping

Outcomes –

- identify different sound sources
- make sounds and recognise how they can give a message
- identify and name classroom instruments
- listen carefully and create sounds in response to descriptive words
- play instruments in different ways and create sound effects
- follow visual instructions
- handle and play instruments with control
- make and select sounds to reflect the mood of a song
- select sounds and sound sources carefully in response to a story

Unit 1.2

Associated language:

- duration, eg long/short, longer/shorter, sustained, staccato, start, stop
- pitch, eg high/low, higher/lower
- dynamics, eg loud/quiet, louder/quieter
- timbre, eg smooth, scratchy, chiming, clicking

Outcomes –

- recognise long and short sounds and make longer and shorter sounds with their voices
- respond to long and short sounds through movement
- explore long and short sounds on classroom instruments
- perform long and short sounds in response to symbols
- identify long and short sounds in music
- create long and short sounds on instruments
- create a sequence of long and short sounds

Unit 1.3 – Charanga - Autumn 2 ‘Banana Rap’ (SINGING UNIT)

Associated language:

- using their voices in different ways, eg singing, whispering, talking, humming
- singing techniques, eg breathing, posture
- the musical elements being taught at the same time in the other units, eg high, low, loud, quiet, fast, slow, rhythm

Outcomes:

- find their singing voice and use their voices confidently
- recognise phrase lengths and know when to breathe
- sing with awareness of other performers
- sing with a sense of awareness of pulse and control of rhythm
- begin to sing with control of pitch, eg following the shape of the melody
- make connections between symbols and sounds showing understanding of how sounds go higher and lower
- demonstrate some control of the expressive elements, eg timbre, dynamics, tempo, when singing
- identify different sound sources
- make improvements to their own work
- identify well-defined musical features
- recall and remember short songs and sequences and patterns of sounds
- respond physically when performing, composing and appraising music

Unit 1.4 – Charanga - Summer 3 ‘ (COMPOSITION UNIT) ‘

Associated language:

- using their voices in different ways, eg singing, whispering, talking, humming
- singing techniques, eg breathing, posture
- the musical elements being taught at the same time in the other units, eg high, low, loud, quiet, fast, slow, rhythm

Outcomes:

- find their singing voice and use their voices confidently
- recognise phrase lengths and know when to breathe
- sing with awareness of other performers
- sing with a sense of awareness of pulse and control of rhythm
- begin to sing with control of pitch, eg following the shape of the melody
- make connections between symbols and sounds showing understanding of how sounds go higher and lower
- demonstrate some control of the expressive elements, eg timbre, dynamics, tempo, when singing
- identify different sound sources
- make improvements to their own work
- identify well-defined musical features
- recall and remember short songs and sequences and patterns of sounds
- respond physically when performing, composing and appraising music

Year 2

Unit 2.1

Associated language:

- dynamics, eg loud, quiet, louder, quieter
- pitch, eg high, low, higher, lower
- timbre, eg bright, hollow
- how sounds are produced, eg shake, scrape, hit
- classroom instruments, eg triangle, maraca, guiro

Outcomes –

- identify instruments and the way their sound can be changed
- identify different groups of instruments
- perform together using symbols as a support
- identify how sounds can be changed
- identify different sounds by matching movements to given sounds
- perform together and follow instructions which combine the musical elements
- contribute to the creation of a class composition and make their own symbols as part of a class score
- choose sounds and instruments carefully and make improvements to their own and others' work

Unit 2.2

Composition exploring contrasting sounds and speed (join with unit 6)

Associated language:

- dynamics, eg loud, quiet, getting louder, getting quieter
- tempo, eg fast, slow, getting faster, getting slower
- pitch, eg high, low, getting higher, getting lower
- timbre, eg descriptive words such as: light, heavy, bright, dull, cold, warm
- structure, eg beginning, middle, end
- Timbre: Different types of sound, eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater.

Dynamics: The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music.

Tempo: The speed of the music, which can either be the same throughout the music or change, eg getting faster/slower.

Structure: The way sounds are organised within a composition, eg sounds could be organised with a beginning, middle and end.

Outcomes –

- sing songs expressively
- describe different images created by music
- identify and use descriptive words to create sound pictures
- change sounds to reflect different stimuli
- select appropriate instruments and choose and combine sounds carefully
- select appropriate combinations of sounds
- choose carefully and order sounds within simple structures in response to the stimulus of weather
- contribute ideas and control sounds as part of a class composition and performance

Unit 2.3 – Charanga – Spring 1 – I can play in the band (PLAYING AS PART OF A GROUP, PERFORMANCE)

Associated language:

- dynamics, eg loud, quiet, louder, quieter
- pitch, eg high, low, higher, lower
- timbre, eg bright, hollow
- how sounds are produced, eg shake, scrape, hit
- classroom instruments, eg triangle, maraca, guiro

Outcomes:

- identify instruments and the way their sound can be changed
- identify different groups of instruments
- perform together using symbols as a support
- identify how sounds can be changed
- identify different sounds by matching movements to given sounds
- perform together and follow instructions which combine the musical elements
- contribute to the creation of a class composition and make their own symbols as part of a class score
- choose sounds and instruments carefully and make improvements to their own and others' work

Unit 2.4 – Charanga – Summer 1 – Friendship song (IMPROVISATION UNIT)

Associated language:

- singing techniques, eg breathing, posture
- the musical elements being taught at the same time in the other units, eg high/low, different speeds, types of sound
- Metre: The grouping of beats into stronger and weaker beats.

Outcomes:

- sing with confidence, using a wider vocal range
- understand how mouth shapes can affect voice sounds
- internalise sounds by singing parts of a song 'in their heads'
- sing with awareness of pulse and control of rhythm
- recognise simple structures
- sing in tune
- sing using notation as a support
- sing expressively with awareness and control of the expressive elements, eg timbre, tempo, dynamics
- identify and recall rhythmic and melodic patterns
- improve their own work through analysis and evaluation

Year 3

Unit 3.1 – Animal magic – (music and instrument history)

Associated language:

- duration, eg pulse, rhythm, longer, shorter, sustained
- tempo, eg faster, slower
- pitch, eg steps, jumps/leaps
- notation, eg note names C, D, E

Outcomes –

- recognise how musical elements are used and combined to describe different animals
- sing songs and create different effects
- explore and choose different movements to describe animals
- create sequences of sound in response to the movements and sequences of movements in response to sounds
- combine narration, sounds and movement to describe a chosen animal
- create descriptive music in pairs or small groups

Unit 3.2 – ANALYSE (Three Little Birds, reggae; Bringing us together, disco)

Associated language:

- pitch, eg melody, melodic phrase
- duration, eg rhythm, rhythmic patterns
- dynamics, eg louder, quieter
- tempo, eg faster, slower
- timbre, eg different instruments
- structure, eg introduction, interlude, ending, verse, chorus
- processes, eg rehearsing, arranging
- context, eg time, place, occasion, how the song might have been sung as a work song, nursery rhyme

Outcomes –

- identify different ways sounds are used to accompany a song
- learn a song and sing it together
- identify melodic phrases and play them by ear
- identify phrases that could be used as an introduction, interlude and ending
- identify and perform rhythmic patterns
- play repeated rhythmic patterns
- fit different rhythmic patterns together
- recognise how music can reflect different intentions
- identify how different verses could be performed expressively
- perform in different ways, exploring the way the performers are a musical resource
- make musical decisions and create a class performance

Unit 3.3 – Charanga – Glockenspiel – stage 1 (COMPOSITION UNIT)

Associated language:

- duration, eg rhythm, rhythmic pattern
- tempo, eg steady, fast, slow
- texture, eg combined rhythmic patterns
- processes, eg composing using rhythmic patterns
- context, eg use of rhythmic patterns in music from different times and places

Outcomes:

- recognise
- respond
- explore
- perform
- identify
- create
- create

Unit 3.4 – Charanga – ‘Let Your Spirit Fly’ (PERFORMANCE UNIT)

Associated language:

- recognise patterns within the song
- singing techniques, eg breathing, posture
- the musical elements being taught at the same time in the other units, eg high, low, loud, quiet, fast, slow, rhythm

Outcomes:

- sing with confidence, using a wider vocal range
- understand how mouth shapes can affect voice sounds
- internalise sounds by singing parts of a song 'in their heads'
- sing with awareness of pulse and control of rhythm
- recognise simple structures
- sing in tune
- sing using notation as a support
- sing expressively with awareness and control of the expressive elements, eg timbre, tempo, dynamics
- identify and recall rhythmic and melodic patterns
- improve their own work through analysis and evaluation

Year 4

UNITS 12-14 ARE REPLACED BY WEEKLY WHOLE CLASS GUITAR LESONS IN YEAR 4

Unit 4.1 – Charanga – (PERFORMING)

Associated language:

- pitch, eg staying the same, getting higher/lower, melodic ostinati drone, pentatonic scale
- pulse, eg steady pulse, word rhythm, rhythmic pattern
- structure, eg ostinati bass, drone, melodic ostinati
- process, eg composing using a given melodic pattern (pentatonic scale)
- context, eg use of pentatonic scale in different times and places

Outcomes –

- identify pentatonic scales in songs
- improvise simple tunes based on the pentatonic scale
- perform together keeping to a steady pulse
- explore and perform different types of accompaniment
- explore and select different melodic patterns in response to words
- create a class song
- create an accompaniment to the song

Unit 4.2 – Charanga – (COMPOSITION)

Associated language:

- elements, eg pitch, dynamics, rhythm, texture, timbre, tempo
- structure, eg beginning, middle, end, repetition
- processes, eg composing music that describes feelings or moods using 'tense' or 'calm' sounds

Outcomes –

- select instruments and create sounds to describe visual images
- choose instruments on the basis of internalised sounds
- analyse and comment on the effectiveness of the sounds and instruments selected
- create textures by combining sounds in different ways
- create music that describes two contrasting moods/emotions
- recognise and explore different combinations of pitch sounds
- recognise and explore different combinations of rhythmic and non-rhythmic sounds
- compose music to describe a picture in groups of two or three

Year 5

Unit 5.1 - Chrome Music/ Garage Band; Journey into Space - COMPOSITION

Associated language:

- pitch, eg melody, melodic phrase, melodic ostinato, scale, chord, interval, unison, harmony
- processes, eg arranging, adding accompaniment

Outcomes –

- describe the effect of different combinations of pitched notes using the terms tense, relaxed, tight, loose and comfortable
- sing a round in two parts and identify the melodic phrases and how they fit together
- sing a round in two parts with confidence and accompany their singing with a repeated chord
- internalise short melodies and play these on pitched percussion (play by ear)
- perform a round confidently using voices and instruments
- practise their own parts and rehearse with others, showing that they know how to contribute appropriately to the overall effect
- improve their performance through listening, internalising and analysing (in their own minds) what changes need to be made
- achieve a quality performance

Unit 5.2 – Charanga - PERFORMANCE ‘Dancing in the Street’

Associated language:

- sounds, eg pitch, attack, decay and other musical elements
- processes, eg record, loop, reverse, layer, soundscape
- context, eg impact of ICT, new use of sounds

Outcomes –

- listen with concentration and some engagement for longer periods of time (5-10 minutes)
- identify contrasting moods and sensations explore different textures using untuned sounds
- create different effects using combinations of pitched sounds change sounds using a tape recorder (and microphones)
- use ICT to change and manipulate sounds
- explain how sounds can create different intended effects
- explore, select (using internalised sounds), combine and exploit a range of different sounds to compose a soundscape stimulated by space

Unit 5.3 – Charanga – ‘Fresh Prince of Bel-Air’ ANALYSE

Associated language:

- singing techniques, eg breathing, posture, articulation, sound projection
- musical elements, eg pitch, duration, dynamics, tempo, timbre, texture
- structure, eg phrase, sections, verse, chorus, round
- context, eg venue, occasion, time and place, intended effect
- Accompaniment: Adding rhythmic and/or melodic material to a song or melody.
- Legato: Full, long and flowing notes.
- Ostinato: Repeated material.
- Phrase: A group of sounds that make musical sense.
- Scat pattern: Improvised singing using invented words such as 'doo be wap'.
- Staccato: Short, bouncy notes.
- Staff notation: Notation that uses lines and spaces to show pitch and differently shaped notes to indicate duration, eg
 - ♩semibreve - four beats
 - ♪minim - two beats; ♫crotchet - one beat; ♫quaver - half-beat ; ♫semiquaver - quarter-beat

Outcomes:

- sing songs with increasing control of breathing, posture and sound projection
- sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice
- identify the metre of different songs through recognising the pattern of strong and weak beats
- identify phrases through breathing in appropriate places and recognise structures, eg the repetition of phrases in known songs
- sing songs in tune and with awareness of other parts
- sing songs using staff notation as a support
- sing with expression and rehearse with others
- listen to longer pieces of music and identify features
- identify different metres and perform an independent part, keeping to a steady pulse
- improve their own work through analysis, evaluation and comparison
- create dances that reflect musical features

Unit 5.4 – Charanga – ‘Living on a Prayer’ INSTRUMENTS AND HISTORY

Associated language:

- sounds, eg pulse, rhythm, timbre, duration, open and closed sounds, percussion, tuned
- processes, eg use of cyclic patterns in Kaherva
- context, eg effect of cyclic patterns in African and Indian music

Outcomes:

- identify different speeds of pulse (tempi) by clapping and moving
- identify and control different ways percussion instruments make sounds
- identify rhythmic patterns, instruments and repetition
- keep a steady pulse and improvise rhythmic patterns
- subdivide the pulse keeping to a steady beat
- explore and perform a particular cyclic pattern
- invent simple rhythmic patterns make improvements to their own work
- create and develop ideas

Year 6

Unit 6.1 – PERFORM – year 6 Concert

Associated language:

- sounds, eg harmony, rests, timbre, accents
- process, eg arranging a given song
- context, eg venue, occasion

Outcomes –

- identify how a mood is created by music and lyrics
- learn a new song quickly and sing it confidently from memory
- sing songs written in two parts, maintaining their own parts confidently
- play accompaniments with control and accuracy, using notations as a support
- present performances effectively with awareness of audience, venue and occasion
- contribute to a class performance and help achieve a high quality performance

Unit 6.2 – Charanga – Spring 2 ‘Happy’ (ANALYSE)

Associated language:

- sounds, eg harmony, rests, timbre, accents
- process, eg arranging a given song
- context, eg venue, occasion

Outcomes:

- identify how a mood is created by music and lyrics
- learn a new song quickly and sing it confidently from memory
- sing songs written in two parts, maintaining their own parts confidently
- play accompaniments with control and accuracy, using notations as a support
- present performances effectively with awareness of audience, venue and occasion
- contribute to a class performance and help achieve a high quality performance

Unit 6.3 – Charanga – I’ve Got A Friend Summer 1 (COMPOSE)

Associated language:

- sounds, eg pitch, getting higher/lower, duration, longer/shorter, pulse, rhythm, metre, tempo, timbre, texture
- processes, eg use of notations, composing, arranging, improvising, performing
- context, eg intentions, purpose, venue, occasion
- sounds and structures, eg melody, rhythm, phrase, repetition, song structure
- processes, eg songwriting, lyrics, attitude
- context, eg social messages

Outcomes:

- identify different starting points for composing music
- use their voices confidently and descriptively in response to given images
- choose instruments and control a range of sounds
- perform using notation as a support
- improvise rhythmic patterns to a steady pulse with awareness of the metre
- create melodic patterns using given notes and rhythm
- compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition
- identify how lyrics can be used to convey mood, attitude or tell a story
- recognise that lyrics reflect the time and place in which they were composed
- recognise how lyrics often have cultural, historical and social meaning
- compose lyrics for a known song
- identify how repetition can make the words and melody easier to remember
- identify song structures create their own lyrics based on headlines and common phrases
- create a bank of song lyric material
- compose a short song to their own lyrics based on everyday phrases
- evaluate and improve work through discussion