



## Curriculum - Music

Knowledge and Skills

**Courage**

**Resilience**

**Honesty**

**Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

## Features

**At key stage 1, the knowledge progression takes full account of the national curriculum's strands of:**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

**At key stage 2, the knowledge progression takes full account of the national curriculum's strands of:**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

### Aims

**The national curriculum for music aims to ensure that all pupils:**

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

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## St Nicholas MUSIC Experience

Year 6 end of year performance  
Pantomime  
Instrumental lessons  
Choir  
Recorder club  
St Nicholas Cathedral Concert  
Harvest festival  
Christmas Concert/ Infant Nativity  
Easter service  
Leaver's service  
School band  
To play an instrument  
School disco  
Exposure to different genres of music  
Visiting Musician  
Opportunities for performance (In worship)  
Listen to music in worship  
Singing worship

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## Knowledge and Skills Progression in Music – Reception Development Matters Statements

- Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)
- Watch and talk about dance and performance art, expressing their feelings and responses. (EAD)
- Sing in a group or on their own, increasingly matching the pitch and following the melody. (EAD)
- Explore and engage in music making and dance, performing solo or in groups. (EAD)

## Early Learning Goals feeding into National Curriculum - Music

- Sing a range of well-known nursery rhymes and songs. (EAD)
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (EAD)

## Key Stage Progression (MMC / Charanga / National Curriculum)

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## Model Music Curriculum Mapping Key Stage 1

For detailed key learning, outcomes and where to find these in the scheme, please see the **Key Learning** documents for each year.

Musical Activity	Model Music Curriculum (MMC) KS1	Charanga Scheme KS1	National Curriculum KS1
Musicianship and Notation	✓ - No formal notation.	✓ - No formal notation - some differentiation between high and low and long and short - all learnt aurally. There is sheet music available to use if appropriate.	<i>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</i>
Listening/Responding	✓	✓	<i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i>
Singing	✓	✓	<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>
Playing Instruments	✓	✓	<i>Play tuned and untuned instruments musically.</i>
Improvising		✓	<i>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</i>
Composing	✓	✓	<i>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</i>
Performing	✓	✓	<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>  <i>Play tuned and untuned instruments musically.</i>

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**The National Curriculum says:**

*Experiment with, create, select and combine sounds using the interrelated dimensions of music (Musical Elements).*

Musical Elements	Model Music Curriculum (MMC) KS1	Charanga Scheme KS1
Pulse/Beat	✓	✓
Rhythm	✓	✓
Pitch	✓	✓
Tempo	✓	✓
Dynamics	✓	✓
Texture		✓
Structure		✓
Timbre		✓

Musical Extras	Model Music Curriculum (MMC) KS1	Charanga Scheme KS1	National Curriculum KS1
Performing in an Ensemble	✓	✓	<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.</i>
Musical Styles and Repertoire	✓	✓	<i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i>
Social Connections	✓	✓	
Music Technology	✓	✓	

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## Model Music Curriculum Mapping Key Stage 2

For detailed key learning, outcomes and where to find these in the scheme, please see the **Key Learning** documents for each year.

*Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*

Musical Activity	Model Music Curriculum (MMC) KS2	Charanga Scheme KS2	National Curriculum KS2
Musicianship and Notation	✓	✓	<i>Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.</i>
Listening/ Responding	✓	✓	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory.</i>
Singing	✓	✓	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>
Playing Instruments	✓	✓	<i>Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>
Improvising	✓	✓	<i>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</i>
Composing	✓	✓	<i>Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations.</i>
Performing	✓	✓	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>

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**The National Curriculum says:**

*Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory:*

- *Improvise and compose music for a range of purposes using the interrelated dimensions of music (Musical Elements).*
- *Listen with attention to detail and recall sounds with increasing aural memory.*

Musical Elements	Model Music Curriculum (MMC) KS2	Charanga Scheme KS2
Rhythm, Metre and Tempo	✓	✓
Pitch and Melody	✓	✓
Structure and Form	✓	✓
Harmony	✓	✓
Instrumentation and Timbre	✓	✓
Texture	✓	✓
Dynamics and Articulation	✓	✓
Playing Techniques		✓

Musical Extras	Model Music Curriculum (MMC) KS2	Charanga Scheme KS2	National Curriculum KS2
Performing in an Ensemble		✓	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>
Musical Styles and Repertoire		✓	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music.</i>
Social Connections		✓	
Music Technology		✓	

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## Notation and Theory in Key Stage 2

Notation	Year 3		Year 4		Year 5		Year 6	
	MMC	Charanga	MMC	Charanga	MMC	Charanga	MMC	Charanga
Crotchets	✓	✓	✓	✓	✓	✓	✓	✓
Paired Quavers	✓	✓	✓	✓	✓	✓	✓	✓
Minims	✓	✓	✓	✓	✓	✓	✓	✓
Semibreves				✓	✓	✓	✓	✓
Semiquavers					✓	✓	✓	✓
Rests		✓	✓	✓	✓	✓	✓	✓
Triplets						✓ Copyback		
Time Signatures: 2/4, 3/4, 4/4		✓		✓	✓	✓	✓	✓
Time Signatures: 6/8, 12/8, 5/4		✓ - 12/8				✓ - 6/8, 5/4		✓ - 6/8, 5/4
Dynamics	Piano, Forte Crescendo Diminuendo	As MMC	Piano, Forte Crescendo Diminuendo	As MMC	Piano Forte Crescendo Diminuendo	Piano Forte Crescendo Diminuendo Mezzo Forte Mezzo Piano	Pianissimo Piano Forte Fortissimo Crescendo Diminuendo Mezzo Forte Mezzo Piano	As MMC
General Theory: Stave, Barline, Clef	✓	✓	✓	✓	✓	✓	✓	✓
Keys, Key Signatures and Scales	✓	C major G major F major A minor E major	✓	C major G major F major A minor D major D minor	✓	C major G major F major A minor D major D minor A major E <sup>b</sup> major	✓	C major G major F major A minor D major D minor A major E <sup>b</sup> major F minor

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(Example - Please see Charanga Scheme for all areas)



## Progression of Knowledge, Skills and Elements Years 1-6

### Musicianship Activities: Understanding Music, Improvise Together

### Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics

Children will:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use body percussion, instruments and voices.	Use body percussion, instruments and voices.	Use body percussion, instruments and voices.	Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G	Use body percussion, instruments and voices.	Use body percussion, instruments and voices.
Find and keep a steady beat together.	Move in time and keep a steady beat together.	Explore the time signatures of 2/4, 3/4 and 4/4.		Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.	Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.
Begin to move in time with a steady beat/pulse.	Create their own rhythmic and melodic patterns.	Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time.		Find and keep a steady beat.	Find and keep a steady beat.
Copy back simple long and short rhythms with clapping.	Continue to copy back simple rhythmic patterns using long and short.	Find and keep a steady beat.	Explore and begin to create personal musical ideas using the given notes for the unit.	Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
Copy back singing simple high and low patterns.	Continue to copy back simple melodic patterns using high and low.	Listen and copy more complex rhythmic patterns by ear or from notation.	Understand that improvisation is about the children making up their own very simple tunes on the spot.	Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#	Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G
Start to know and demonstrate the difference between pulse, rhythm and pitch.	Understand the difference between creating a rhythm pattern and a pitch pattern.	Copy back more complex melodic patterns.	Follow a steady beat and stay 'in time'.		
	Sing short phrases independently.	Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests.	Improvise simple vocal patterns using 'question and answer' phrases.		
	Continue to learn to watch and follow a steady beat.	Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests.	Understand the difference between creating a rhythm pattern and a pitch pattern.	Find and keep a steady beat.	


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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
 Overview & Planning YEAR <b>R</b>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>1</b> PLANNING & DOCUMENTS	My Musical Heartbeat 1 2 3 4 5 6	Dance, Sing and Play! 1 2 3 4 5 6	Exploring Sounds 1 2 3 4 5 6	Learning to Listen 1 2 3 4 5 6	Having Fun with Improvisation 1 2 3 4 5 6	Let's Perform Together! 1 2 3 4 5 6
<b>2</b> PLANNING & DOCUMENTS	Pulse, Rhythm and Pitch 1 2 3 4 5 6	Playing in an Orchestra 1 2 3 4 5 6	Inventing a Musical Story 1 2 3 4 5 6	Recognising Different Sounds 1 2 3 4 5 6	Exploring Improvisation 1 2 3 4 5 6	Our Big Concert 1 2 3 4 5 6
<b>3</b> PLANNING & DOCUMENTS	Writing Music Down 1 2 3 4 5 6	Playing in a Band 1 2 3 4 5 6	Compose Using Your Imagination 1 2 3 4 5 6	More Musical Styles 1 2 3 4 5 6	Enjoying Improvisation 1 2 3 4 5 6	Opening Night 1 2 3 4 5 6
<b>4</b> PLANNING & DOCUMENTS	Musical Structures 1 2 3 4 5 6	Exploring Feelings When You Play 1 2 3 4 5 6	Compose with Your Friends 1 2 3 4 5 6	Feelings Through Music 1 2 3 4 5 6	Expression and Improvisation 1 2 3 4 5 6	The Show Must Go On! 1 2 3 4 5 6
<b>5</b> PLANNING & DOCUMENTS	Melody and Harmony in Music 1 2 3 4 5 6	Sing and Play in Different Styles 1 2 3 4 5 6	Composing and Chords 1 2 3 4 5 6	Enjoying Musical Styles 1 2 3 4 5 6	Freedom to Improvise 1 2 3 4 5 6	Battle of the Bands! 1 2 3 4 5 6
<b>6</b> PLANNING & DOCUMENTS	Music and Technology 1 2 3 4 5 6	Developing Ensemble Skills 1 2 3 4 5 6	Creative Composition 1 2 3 4 5 6	Musical Styles Connect Us 1 2 3 4 5 6	Improvising with Confidence 1 2 3 4 5 6	Farewell Tour 1 2 3 4 5 6

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## Music - EYFS

	Term 1 - Me!	Term 2 – My Stories	Term 3 – Everyone!	Term 4 – Our World	Term 5 – Big Bear Funk	Term 6 - Reflect, Rewind & Replay
Original Scheme	<p><b>Main Songs:</b> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p><b>Musicianship:</b> -Copy-clap the rhythm of names. - Explore high sounds and low sounds using voices and glockenspiels.</p> <p><b>Instrumental notes:</b> N/A</p>	<p><b>Main Songs:</b> I’m A Little Teapot The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p><b>Musicianship:</b> - Find the pulse as one of the characters from the song. - Copy-clap the rhythm of small phrases from the songs. - Explore high pitch and low pitch in the context of the songs.</p> <p><b>Instrumental notes:</b> Invent a pattern to go with a song using one note. - I’m A Little Teapot C, C + D The Grand Old Duke Of York C, C + D - Ring O’ Roses C, C + -D Hickory Dickory Dock C, C + D -The ABC Song D, D + E</p>	<p><b>Main Songs:</b> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You’re Happy And You Know It Head, Shoulders, Knees And Toes</p> <p><b>Musicianship:</b> -Invent ways to find the pulse. - Copy-clap some rhythms of phrases from the songs. - Explore high pitch and low pitch in the context of the songs.</p> <p><b>Instrumental notes:</b> Use the starting note to explore melodic patterns using one or two notes. -Wind The Bobbin Up D, D + E -Rock-a-bye Baby D, D + E -If You’re Happy And You Know It G, G + A</p>	<p><b>Main Songs:</b> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p><b>Musicianship:</b> -Find the pulse and show others your ideas. - Copy-clap some rhythms of phrases from the songs. - Explore high pitch and low pitch using the images from the songs</p> <p><b>Instrumental notes:</b> Use the starting note to explore melodic patterns using one or two notes -Old Macdonald Incy Wincy Spider G, G + A -Baa Baa Black Sheep D, D + E -Row, Row, Row Your Boat C, C + D -Wheels On The Bus C, C + D -The Hokey Cokey F, F + G</p>	<p><b>Main Songs:</b> Big Bear Funk</p> <p><b>Musicianship:</b> -Find a funky pulse - Copy-clap 3 or 4 word phrases from the song. - Keep the beat of the song with a pitched note. - Add pitched notes to the rhythm of the words or phrases in the song - Enjoy playing patterns using a combination of any of the three notes C, D and E.</p> <p><b>Instrumental notes:</b> Big Bear Funk D, D + E, D + C</p>	<p><b>Main Songs:</b> Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p><b>Musicianship:</b> Revise existing</p> <p><b>Instrumental notes:</b> Revise existing</p>

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## Music - Year 1

English Model Music Curriculum Scheme	Term 1 – My Musical Heartbeat	Term 2 – Dance, Sing and Play	Term 3 – Exploring Sounds	Term 4 – Learning to Listen	Term 5 – Having Fun with Improvisation	Term 6 - Let's Perform Together
	<p><b>Main Songs:</b> Find The Beat by Joanna 1-2-3-4-5 Head, Shoulders, Knees and Toes arranged Shapes We Talk to Animals</p> <p><b>Musicianship:</b> -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low</p> <p><b>Playing</b> Glockenspiel – Notes C D E</p> <p><b>Improvising and Composing</b> Notes - C D E</p>	<p><b>Main Songs:</b> Twinkle, Twinkle, Little Star In the Orchestra Daisy Bell (Bicycle Built For Two) Dancing Dinosaurs Rock-a-bye Baby</p> <p><b>Musicianship:</b> -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low</p> <p><b>Playing:</b> Glockenspiel – Notes D E F# / C D E</p> <p><b>Improvising and Composing:</b> Notes - D E A / C D E</p>	<p><b>Main Songs:</b> If You're Happy And You Know It Sing Me A Song Sparkle Rhythm In The Way We Walk Big Bear Funk</p> <p><b>Musicianship:</b> -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low</p> <p><b>Improvisation – F G A</b></p> <p><b>Playing:</b> Glockenspiel – F G A / C D A (3 parts)</p> <p><b>Improvising and Composing:</b> -1,2 or 3 notes – F G A/ D F G -Compose with the Song– F G A C D / D F G A C</p>	<p><b>Main Songs:</b> Days Of The Week Name Song Cuckoo Upside Down Hush Little Baby</p> <p><b>Musicianship:</b> -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low</p> <p><b>Improvisation-FGA</b></p> <p><b>Playing:</b> F G A / C D E (3 parts)</p> <p><b>Improvising and Composing:</b> -Improvise with the Song – 1,2 and 3 notes – F G A/ C D E -Compose with the Song – F G A C D/ C D E F G</p>	<p><b>Main Songs:</b> Getting Dressed Dress Up Brush Our Teeth Get Ready Up and Down</p> <p><b>Musicianship:</b> -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low</p> <p><b>Improvising- 1,2,3 notes – C D E</b></p> <p><b>Playing:</b> Glockenspiel - C D E F G A / C D E – (3 parts)</p> <p><b>Improvising and Composing:</b> -Improvise with the Song - 1,2 and 3 notes – C D E - Compose with the Song – C D E F G</p>	<p><b>Main Songs:</b> The Bear Went Over The Mountain In The Sea Alice The Camel Ten Green Bottles Zootime</p> <p><b>Musicianship:</b> -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low</p> <p><b>Improvisation – C D E</b></p> <p><b>Playing:</b> Parts – Glockenspiel – C D E F / C D E G / C D (3-levels)</p> <p><b>Improvising and Composing:</b> -Improvise with the Song – 1,2,3 notes – C D E -Compose with the Song- Glockenspiel – C D E F G</p>

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## Music - Year 2

Music - Year 2						
English Model Music Curriculum Scheme	Term 1 – Pulse, Rhythm and Pitch	Term 2 – Playing in an Orchestra	Term 3 – Inventing a Musical Story	Term 4 – Recognising Different Sounds	Term 5 – Exploring Improvisation	Term 6 - Our Big Concert
English Model Music Curriculum Scheme	<p><b>Main Songs:</b> Music Is In My Soul Hey Friends! Hello!</p> <p><b>Musicianship:</b> -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low -Improvisation- Notes C D E</p> <p><b>Playing:</b> Glockenspiel – Notes C D E G</p> <p><b>Improvising and Composing:</b> Notes C D E / F G</p>	<p><b>Main Songs:</b> Sparkle in the Sun Listen Sparkle In the Sun The Orchestra Song</p> <p><b>Musicianship:</b> -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low -Improvisation – C D E</p> <p><b>Playing:</b> Glockenspiel/Recorder – G A B / G Bb C (3 levels)</p> <p><b>Improvising and Composing:</b> Glockenspiel- G A B</p>	<p><b>Main Songs:</b> Rainbows Hands, Feet, Heart All Around The World</p> <p><b>Musicianship:</b> -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low -Improvisation – A B C</p> <p><b>Playing:</b> Glockenspiel – C D E/ E F G A B C (3 parts)</p> <p><b>Improvising and Composing:</b> -Compose with the Song – C D E - 1,2 or 3 notes (C D E)</p>	<p><b>Main Songs:</b> Helping Each Other The Music Man Let’s Sing Together</p> <p><b>Musicianship:</b> -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low -Improvising - ABC</p> <p><b>Playing:</b> Play instrumental parts – C D E G / E F G A C – (3 parts)</p> <p><b>Improvising and Composing:</b> - Improve with the Song – C D E -Compose with the Song – 3 notes – F G A</p>	<p><b>Main Songs:</b> I Wanna Play In A Band Music Is All Around Saying Sorry</p> <p><b>Musicianship:</b> -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low -Improvising – 1,2,3 or 5 notes – G A B C D</p> <p><b>Playing:</b> Glockenspiel – C D F / F G A (3 parts)</p> <p><b>Improvising and Composing:</b> Create a Graphic Score: Sparkly Things</p>	<p><b>Main Songs:</b> The Sunshine Song Four White Horses Down By The Bay</p> <p><b>Musicianship:</b> -Finding and keeping a steady beat -Simple rhythmic patterns using long and short -Simple melodic patterns using high and low -Improvise – G A B C D</p> <p><b>Playing:</b> Glockenspiel – C D E F/ D E F# G A B Recorder – G A B C– G A B (3 levels)</p> <p><b>Improvising and Composing:</b> Improvise with the Song – 1,2,3 notes – Glockenspiel – C D E / G A B</p>

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## Music - Year 3

Music - Year 3						
	Term 1 – Writing Music Down	Term 2 – Playing in a band	Term 3 – Compose Using Your Imagination	Term 4 – More Musical Styles	Term 5 – Enjoying Improvisation	Term 6 - Opening Night
English Model Music Curriculum Scheme	<p><b>Main Songs:</b> Home Is Where The Heart Is Let's Work It Out Together Please Be Kind</p> <p><b>Musicianship:</b> -Simple rhythmic patterns using minims, crotchets, quavers and their rests -Key Signature: G major (1 sharp) -Simple melodic patterns using the notes G A B -Improvise Together – Glockenspiel – notes C D E G A</p> <p><b>Playing:</b> Glockenspiel – Notes C D E F G A B C Recorder – C D E F G A B C</p> <p><b>Improvising and Composing:</b> Notes – C D E F G</p>	<p><b>Main Songs:</b> Love What We Do When the Saints Go Marchin' In My Bonnie Lies Over The Ocean</p> <p><b>Musicianship:</b> -Tempo: 104 bpm (Andante, a walking pace) -Time Signature: 2/4 (2 crotchets in every bar) -Simple rhythmic patterns using minims, crotchets, quavers and their rests -Key Signature: C major (no sharps/flats) -Simple melodic patterns using the notes C D E -Improvise – notes C D E G A</p> <p><b>Playing:</b> Glockenspiel: B C D E F G / G A B C D E / A C D E F G A (4 parts) Recorder: (4 parts) C D E F G / G A B C / G A B C D E / C D E F G A</p> <p><b>Improvising and Composing:</b> 1,2,3,5 notes - C D E G A / G A B D E</p>	<p><b>Main Songs:</b> Your Imagination You're A Shining Star Music Makes the World Go Round</p> <p><b>Musicianship:</b> -Tempo: 112 bpm (Moderato, a moderate speed) -Time Signature: 3/4 (3 crotchets in every bar) -Simple rhythmic patterns using minims, crotchets, quavers and their rests -Key Signature: F major (1 flat) -Simple melodic patterns using the notes F G A -Improvise – 1,2,3 or 5 notes – G A B C D</p> <p><b>Playing:</b> Glockenspiel / Recorder – E G A C, G A B) / E F# G# A B (4 parts)</p> <p><b>Improvising and Composing:</b> -Compose with the Song- C D E -Improvise with the Song- 1,2,3 or 5 notes – G A B C D</p>	<p><b>Main Songs:</b> Friendship Song Family Friendship Song Come On Over</p> <p><b>Musicianship:</b> -Tempo: 92 bpm (Andante, a walking pace) -Time Signature: 4/4 (4 crotchets in every bar) -Simple rhythmic patterns using minims, crotchets, quavers and their rests -Key Signature: A minor (no sharps/flats) -Simple melodic patterns using the notes A B C -Improvise – G A B C D</p> <p><b>Playing:</b> Glockenspiel/ Recorder – C D E F G A B – (4 parts)</p> <p><b>Improvising and Composing:</b> -Improvise with the Song – 1,2,3 or 5 notes – C D E G A -Compose with a Theme– 3 notes – G A B</p>	<p><b>Main Songs:</b> He's Got The Whole World In His Hands Why Does Music Make a Difference? Panda Extravaganza</p> <p><b>Musicianship:</b> -Tempo: 104 bpm (Andante, a walking pace) -Time Signature: 3/4 (3 crotchets in every bar) -Simple rhythmic patterns using minims, crotchets, quavers and their rests -Key Signature: C major (no sharps/flats) -Simple melodic patterns using the notes C D E -Improvise- F G A C D</p> <p><b>Playing:</b> Glockenspiel/Recorder – F G A Bb C – (4 parts) Glockenspiel – C D E F / Recorder – F G A (4 parts)</p> <p><b>Improvising and Composing:</b> -Compose with the Song – 3 notes - F G A -Improvise with the Song – 1,2,3 or 5 notes -F G A C D</p>	<p><b>Main Songs:</b> Michael Row The Boat Ashore The Dragon Song Follow Me</p> <p><b>Musicianship:</b> -Tempo: 92 bpm (Andante, a walking pace) -Time Signature: 2/4 (2 crotchets in every bar) -Simple rhythmic patterns using minims, crotchets, quavers and their rests -Key Signature: F major (1 flat) -Simple melodic patterns using the notes F G A -Improvise – F G A C D</p> <p><b>Playing:</b> Glockenspiel – C D F G A / B D E F G A B D Recorder – C D F G A / G A B C D (4 levels)</p> <p><b>Improvising and Composing:</b> -Improvise with the Song – 1,2,3 or 5 notes – F G A C D -Compose with the Song – 3 notes G A B</p>

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## Music - Year 4

English Model Music Curriculum Scheme	Term 1 – Musical Structures	Term 2 – Exploring Feelings When You Play	Term 3 – Compose with Your Friends	Term 4 – Feelings Through Music	Term 5 – Expression and Improvisation	Term 6 - The Show Must Go on!
	<p><b>Main Songs:</b> Hoedown I'm Always There Martin Luther King</p> <p><b>Musicianship:</b> -Simple rhythmic patterns using minims, crotchets, quavers and their rests -Key Signature: C major (no sharps/flats) -Simple melodic patterns using the notes C D E Improvisation – notes C D E G A</p> <p><b>Playing:</b> Glockenspiel / Recorder - Notes – F G A B C</p> <p><b>Improvising and Composing:</b> Notes – G A B</p>	<p><b>Main Songs:</b> Looking In The Mirror Take Time In Life Scarborough Fair</p> <p><b>Musicianship:</b> -Tempo: 97 bpm (Andante, a walking pace) -Time Signature: 2/4 (2 crotchets in every bar) -Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers, semiquavers and their rests -Key Signature: F major (1 flat) -Simple melodic patterns using the notes F G A -Improvisation – C D E G A</p> <p><b>Playing:</b> Glockenspiel/Recorder -C D E F G / F# G A B C</p> <p><b>Improvising and Composing:</b> 1,2,3,and 5 notes -C D E G A / G A B</p>	<p><b>Main Songs:</b> Bringing Us Together Old Joe Clark Dance With Me</p> <p><b>Musicianship:</b> -Tempo: 150 bpm (Allegro, a fast pace) -Time Signature: 3/4 (3 crotchets in every bar) -Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests -Key Signature: G major (1 sharp) -Simple melodic patterns using the notes G A B -Improvisation -C D E G A</p> <p><b>Playing:</b> Glockenspiel / Recorder – G A C / C D E F# G A B C</p> <p><b>Improvising and Composing:</b> -Compose with the Song- 3 notes – C D E -Improvise with the Song- 1,2,3 or 5 notes – D E F# A B</p>	<p><b>Main Songs:</b> Let Your Spirit Fly Frère Jacques Frère Jacques (Round) The Other Side Of The Moon</p> <p><b>Musicianship:</b> -Tempo: 97 bpm (Andante, a walking pace) -Time Signature: 2/4 (2 crotchets in every bar) -Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers, semiquavers and their rests -Key Signature: G major (1 sharp) -Simple melodic patterns using G A B D E -Improvising – C D E G A</p> <p><b>Playing:</b> Glockenspiel /Recorder – A C D E F G / G C D E F G A</p> <p><b>Improvising and Composing:</b> -Improvise with the Song – 1,2,3 or 5 notes – C D E F G --Compose with a Theme - 3 notes – F G A</p>	<p><b>Main Songs:</b> Train Is A- Oh Happy Day A World Full Of</p> <p><b>Musicianship:</b> -Tempo: 68 bpm (Adagio, a slow pace) -Time Signature: 4/4 (4 crotchets in every bar) -Simple rhythmic patterns using minims, crotchets, dotted quavers, quavers, semiquavers and their rests -Key Signature: A minor (no sharps/flats) -Simple melodic patterns using the notes A B C D E F G -Improvising – 7 notes – A B C D E F G</p> <p><b>Playing:</b> Glockenspiel – A C D E G A C / Recorder- C D E G A C – (4 parts)</p> <p><b>Improvising and Composing:</b> Music Notepad</p>	<p><b>Main Songs:</b> You Can See It Through The Octopus Slide Connect</p> <p><b>Musicianship:</b> -Tempo: 114 bpm (Moderato, a moderate pace) -Time Signature: 4/4 (4 crotchets in every bar) -Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests -Key Signature: C major (no sharps/flats) -Simple melodic patterns using the notes C D E G A -Improvise</p> <p><b>Playing:</b> Glockenspiel – C D E / Recorder – C D E G A (4 levels)</p> <p><b>Improvising and Composing:</b> -Compose with the Song – 3 notes – D E F</p>

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## Music - Year 5

Music - Year 5						
	Term 1 – Melody and Harmony in Music	Term 2 – Sing and Play in Different Styles	Term 3 – Composing and Chords	Term 4 – Enjoying Musical Styles	Term 5 – Freedom to Improvise	Term 6 - Battle of the Bands!
English Model Music Curriculum Scheme	<p><b>Main Songs:</b> Ghost Parade Words Can Hurt Joyful, Joyful</p> <p><b>Musicianship:</b> -Rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests -Key Signature: A minor (no sharps/flats) - Melodic patterns using the notes A B C D E F# G Improvisation – notes A-A*</p> <p><b>Playing:</b> Glockenspiel / Recorder – Notes – F G Ab Bb C Glockenspiel – Notes -B C D E F# G A B Recorder – F# G A B C</p> <p><b>Improvising and Composing:</b> 1,2,3 or 5 notes - C D Eb F G /G A B / C D E</p>	<p><b>Main Songs:</b> The Sparkle In My Life Dreaming Of Mars Get On Board</p> <p><b>Musicianship:</b> -Tempo: 112 bpm (Moderato, a moderate pace) -Time Signature: 2/4 (2 crotchets in every bar) -Rhythmic patterns using minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers and their rests -Key Signature: F major (1 flat) -Melodic patterns using the notes F G A Bb C D E - Improvisation – A B C D E F# G</p> <p><b>Playing:</b> Glockenspiel -C Db Eb F/Recorder- G Ab Bb C (4-levels) / G Ab A Bb C</p> <p><b>Improvising and Composing:</b> Notes – Eb F G / A B C</p>	<p><b>Main Songs:</b> Freedom Is Coming All Over Again Do You Ever Wonder?</p> <p><b>Musicianship:</b> -Tempo: 155 bpm (Allegro, fast, quick and bright) -Time Signature: 3/4 (3 crotchets in every bar) -Rhythmic patterns using dotted minims, minims, dotted crotchets, crotchets, quavers and their rests -Key Signature: G major (1 sharp) -Melodic patterns using the notes G A B C D E F# -Improvisation – F G A Bb C D E</p> <p><b>Playing:</b> Glockenspiel/ Recorder – F G A Bb</p> <p><b>Improvising and Composing:</b> -Improvise with the Song – F G A Bb C -Compose with the Song – 3 notes – F G A</p>	<p><b>Main Songs:</b> Erie Canal Heroes Happy To Be Me</p> <p><b>Musicianship:</b> -Tempo: 180 bpm (Presto, very fast) -Time Signature: 6/8 (6 quavers in every bar) -Rhythmic patterns using dotted crotchets, triplet quavers, quavers and their rests -Key Signature: C major (No flats/sharps) -Melodic patterns using the notes C D E F G A B -Improvising – F G A Bb C D E</p> <p><b>Playing:</b> Glockenspiel/ Recorder - D E F G A (4 parts)</p> <p><b>Improvising and Composing:</b> -Improvise with the Song – 1,2,3 or 5 notes – D E F G A -Compose with a Theme – 3 notes – A B C</p>	<p><b>Main Songs:</b> Look Into The Night Breathe Keeping Time</p> <p><b>Musicianship:</b> -Tempo: 66 bpm (Adagio, a slow pace) -Time Signature: 3/4 (3 crotchets in every bar) -Rhythmic patterns using dotted minims, minims, crotchets, quavers, semiquavers and their rests -Key Signature: D major (2 sharps) -Melodic patterns using the notes D E F# G A -Improvising – C D E F G A B</p> <p><b>Playing:</b> Glockenspiel / Recorder – D F G A C/ C D E F G A B C (4 parts)</p> <p><b>Improvising and Composing:</b> -Compose with the Song- 3 notes – D E F -Improvise with the Song- 1,2,3 or 5 notes – C D E G A</p>	<p><b>Main Songs:</b> You And Me A Bright Sunny Day You Belong With Me</p> <p><b>Musicianship:</b> -Tempo: 120 bpm (Moderato, a moderate pace) -Time Signature: 5/4 (5 crotchets in every bar) -Rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests -Key Signatures: C major (no sharps/flats) -Melodic patterns using the notes C D E -Improvise – C D E F G A B</p> <p><b>Playing:</b> Glockenspiel/ Recorder – D Eb E G A Bb B C / G A C (4 levels)</p> <p><b>Improvising and Composing:</b> -Compose with the Song – 3 notes – G A B -Improvise with the Song – 1,2,3 or 5 notes – C D E F G</p>

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## Music - Year 6

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English Model Music Curriculum Scheme	Term 1 – Music and Technology	Term 2 – Developing Ensemble Skills	Term 3 – Creative Composition	Term 4 – Musical Styles Connect Us	Term 5 – Improvising with Confidence	Term 6 - Farewell Tour
		<p><b>Main Songs:</b> Do What You Want To It's All About Love Sunshine On A Rainy Day</p> <p><b>Musicianship:</b> -Tempo: 66 bpm (Adagio, a slow pace) -Time Signature: 2/4 (2 crotchets in every bar) -Rhythmic patterns using minims, crotchets, quavers, semiquavers and their rests -Key Signature: C major (no sharps/flats) -Melodic patterns using the notes C D E F G A B -Improvisation – Notes C D E F G A B</p> <p><b>Playing:</b> Glockenspiel/Recorder – Notes – G A B C D E Glockenspiel/Recorder – Notes – D F G A Bb C D E F Glockenspiel/Recorder – Notes – A B D E F#</p> <p><b>Improvising and Composing:</b> Notes – C D E F G Notes – G A Bb Notes – A B C</p>	<p><b>Main Songs:</b> My Best Friend Singing Swinging Star Madin Roll Alabama</p> <p><b>Musicianship:</b> -Tempo: 66 bpm (Adagio, a slow pace) -Time Signature: 3/4 (3 crotchets in every bar) -Rhythmic patterns using minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers and their rests -Key Signature: A minor (no sharps/flats) -Melodic patterns using the notes A B C D E F G -Improvisation – C D E F G A B</p> <p><b>Playing:</b> Glockenspiel/recorder – A B C D E / D E F F# G A Bb B (4 levels)</p> <p><b>Improvising and Composing:</b> Notes – C D E / G A B / C D E F G</p>	<p><b>Main Songs:</b> Disco Fever La Bamba Change</p> <p><b>Musicianship:</b> -Tempo: 68 bpm (Adagio, a slow pace) -Time Signature: 4/4 (4 crotchets in every bar) -Rhythmic patterns using minims, dotted crotchets, crotchets, quavers, semiquavers and their rests -Key Signature: D major (2 sharps) -Melodic patterns using the notes D E F# G A B C# - Improvisation – C D E F G A B</p> <p><b>Playing:</b> Glockenspiel/Recorder – D E F G A D / G A B C D E F / C Eb F G Ab Bb C Eb</p> <p><b>Improvising and Composing:</b> -Compose with the Song – 3 notes – D E F / C D E -Improvise with the Song - 1,2,3 and 5 – C D E F G</p>	<p><b>Main Songs:</b> Let's Rock Simple Gifts Friendship Should Never End</p> <p><b>Musicianship:</b> -Tempo: 116 bpm (Moderato, a moderate pace) -Time Signature: 5/4 (5 crotchets in every bar) -Rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests -Key Signature: G major (1 sharp) -Melodic patterns using the notes G A B C D E F# -Improvising – C D E F G A B</p> <p><b>Playing:</b> Glockenspiel/ Recorder – G Bb B C D F / C E F G A Bb C / C# E F# G G# A B C (4 Parts)</p> <p><b>Improvising and Composing:</b> -Improvise with the Song – 1,2,3 or 5 notes – G A Bb C D -Compose with the Song – 3 notes – F G A / D E F#</p>	<p><b>Main Songs:</b> Wake Up! Down By The Riverside Dance The Night Away</p> <p><b>Musicianship:</b> -Tempo: 76 bpm (Adagio, a slow pace) -Time Signature: 6/8 (6 quavers in every bar) -Rhythmic patterns using dotted crotchets, triplet quavers, quavers and their rests -Key Signature: D minor (1 flat) -Melodic patterns using the notes D E F G A -Improvising – G A B C D E F#</p> <p><b>Playing:</b> Glockenspiel/Recorder – Eb F Ab / – D E F# G A B / C Eb F G Ab Bb C – (4 parts)</p> <p><b>Improvising and Composing:</b> -Compose with the Song – 3 notes -F G Ab Improvise Together – 1,2,3 or 5 notes – G A B C D</p>

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