

# Bollin Primary School



*Growing hearts and minds together*

## BOLLIN MUSIC CURRICULUM

### Purpose (the reason it is taught)

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Aims (desired outcomes)

- **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.

### How Our Music Curriculum Is Implemented At Bollin

- **Sing Up Sessions** – Each term, children experience inspiring classroom-based Music sessions. These involve exploring all concepts and skills from our Music curriculum.
- **Piece of music of the half term** - In cooperation with the Model Music Curriculum, each class focuses on a piece of music each half term. They will listen to this music regularly and appraise it.
- **Magic Music Monday Sessions** - Each term, children take part in a musical day which is delivered by their teachers. This focuses on the 'piece of music of the half term', musical history, vocabulary and composing.

- **Weekly Singing and Listening** - Children attend weekly singing assemblies, where they have the opportunity to sing as a whole school. They are exposed to a wide variety of music styles during these assemblies.
- **Exposure to Musicians** - Children have the opportunity to watch professional singers and musicians perform during twice yearly ExTraffordGanzas (a Trafford wide event).

### CONCEPTS

Duration	Pitch	Tempo	Dynamics	Structure	Texture	Timbre	Rhythm
Duration is an amount of time or how long or short a note, phrase, section or composition lasts.	Pitch is the sound of a single note in relation to other notes. Words which can describe the pitch include: high, low, treble, bass, sharp, flat	Tempo is the speed of a piece of music. The tempo can change during a piece. The tempo describes the pulse or beat of the music. Sometimes we use Italian words to describe the tempo such as <i>lento</i> , which means slow, or <i>allegro</i> which means lively.	Dynamics are used to describe the volume of one or more notes in a piece of music. The dynamic can change gradually or suddenly. Symbols known as dynamic markings, based on Italian descriptions, are often used such as <i>f</i> for <i>forte</i> which means 'strong' or 'loud'.	Structure is the overall framework of a piece of music. The structure of a song will usually have an introduction, some verses and a chorus.	The texture of a piece of music describes how the different sounds are being woven together. A thick texture uses several ideas at once. A thinner texture will have fewer parts. A whole class singing the same harmony is thin. A few children singing the same song in a four-part round, starting at different times will create a thicker texture.	Timbre is the unique sound quality which helps us to distinguish between different instruments and voices. The different ways an instrument is played can change its timbre.	Rhythm is the organisation of long and short sounds around a beat. Some rhythms coincide with the beat; others use syncopation in which most of the sounds fit between the main beats.

### SKILLS

<i>Play instruments (tuned and un-tuned)</i>	<i>Singing</i>	<i>Listening and Appraising</i>	<i>Performing</i>	<i>Composing and Improvising</i>	<i>Notation and Technology</i>
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**KNOWLEDGE**  
(known information)

**EYFS**

Children are taught to:

- **Sing songs, make music** and experiment with ways of changing them
- **Use what they have learnt about music in original ways**, thinking about uses and purposes
- **Represent their own ideas, thoughts and feelings through music**
- Talk about the **ideas and processes that have led them to make music**

### **Key Stage 1**

Children are taught to:

- use their voices expressively and creatively by **singing songs and speaking chants and rhymes**
- **play tuned and un-tuned 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 interrelated dimensions of music

### **Key Stage 2**

Children are 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.

- **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 interrelated 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**

### **KEY MUSIC SKILLS – PROGRESSION MATRIX**


	<b>Playing</b>	<b>Singing</b>	<b>Listening and Appraising</b>	<b>Performing</b>
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- \* Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making
- \* Play instruments (including imaginary ones such as air guitar) to match the **structure** of the music, e.g., playing quietly with quiet parts within music, stopping with the music when it stops.
- \* Taps **rhythms** to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.
- \* Creates/makes up **rhythms** using instruments and body percussion. Make up patterns of sounds which can be repeated
- \* May play along to the beat of the song they are singing, or music being listened to.
- \* May play along with the **rhythm** in music, eg may play along with the lyrics in songs they are singing or listening to.
- \* Create music based on a theme eg creates the sounds of the seaside.
- \* Find and record sounds using recording devices.  
Choose shapes to represent instruments, eg a circle could represent a tambourine, a rectangle could represent a chime bar.
- \* Explore mark making to sounds they hear.
- \* Perform to an audience with support.







- \* Begin to **pitch** – match (i.e., reproduce with their voice the **pitch** of a tone sung by another).
- \* Sings and performs range of entire songs
- \* Sing in a group or on their own, increasingly matching the **pitch** and following the shape of the melody moving melody, e.g., up and down, down & up)
- \* Internalises music, e.g., sings songs inside his/her head

- \* Thinks abstractly about music and expresses this physically or verbally e.g. “This music sounds like floating on a boat.” “This music sounds like dinosaurs.
- \* Notices and describes any changes in music and compares music e.g. “This music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.”
- \* Associates styles of music with characters and stories
- \* Accurately anticipate changes in music, e.g., when music is going to get faster, louder, slower.








- \* Move to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.
- \* Combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing.
- \* Move in time to the pulse of the music being listened to and physically respond to changes in the music, eg jumps in response to loud/sudden changes in the music.
- \* Replicate familiar choreographed dances eg imitates dance and movements associated with pop songs.
- \* Choreograph my own dances to familiar music, individually, in pairs/small groups.


	Playing (tuned and untuned)	Singing	Listening and Appraising	Performing	Composing and Improvising	Notation and Technology
End of Year 1	<ul style="list-style-type: none"> <li>* Begin to mark a pulse and move <b>rhythmically</b>.</li> <li>* Copy a simple <b>rhythm</b>.</li> <li>* Explore how sounds can be changed:               <ul style="list-style-type: none"> <li>* High/low sounds</li> <li>* Loud/quiet sounds</li> <li>* Fast/slow sounds</li> </ul> </li> <li>* Join in and stop</li> </ul>	<ul style="list-style-type: none"> <li>* Explore using the voice to create different sounds. E.g.               <ul style="list-style-type: none"> <li>* whispering, chanting, singing, High/low sounds</li> <li>* Loud/quiet sounds</li> <li>* Fast/slow sounds</li> </ul> </li> <li>* Sing simple unison songs from memory.</li> <li>* Sing simple call and response songs.</li> <li>* Begin to <b>pitch</b>-match.</li> </ul>	<ul style="list-style-type: none"> <li>* Create movements in response to changes in a piece of music: high/low, quiet/loud, happy/sad, different instrumental sounds.</li> <li>* Express opinions about a range of music from different cultures, traditions and historical periods.</li> <li>* Identify sounds of common classroom percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>* Play an instrument as part of a group.</li> <li>* Play an instrument in front of others.</li> </ul>	<ul style="list-style-type: none"> <li>* Explore and create sounds using the voice, instruments or found sounds in response to a stimulus, e.g. footsteps, sea, weather.</li> <li>* Improvise (make up) simple sounds with my voice and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>* Use simple music technology to explore sounds.</li> <li>* Recognise the link between sound and symbol. E.g.               <div style="text-align: center; margin-top: 10px;">  = 3 taps             </div> </li> </ul>










<p>* Keep a steady pulse on an instrument or with movement.</p> <p>* Copy a simple <b>rhythm</b> on a percussion instrument.</p> <p>* Demonstrate an understanding of the difference between pulse and <b>rhythm</b>.</p> <p>* Play fast/slow, loud/quiet, high/low and change the type of sound when playing instruments.</p>	<p>* Explore using the voice to create different sounds and experiment with ways of changing them.</p> <p>E.g.</p> <p>Getting faster/slower (accelerando/rallentando)</p> <p>Getting louder/quieter (crescendo/decrecendo)</p> <p>Getting higher/lower</p> <p>* Sing songs with a wider <b>pitch</b> range.</p> <p>* Pitch-match simple 2 and 3 note melodies accurately (lah-soh-me.)</p>	<p>* Listen with concentration to a variety of live and recorded music from different cultures, traditions and historical periods and express an opinion about the music.</p> <p>* Aurally identify simple <b>rhythm</b> patterns using</p> <p>* walk/ta</p>  <p>* jogging/te-te</p>  <p>* Identify and describe changes in <b>tempo</b> (fast/slow), pitch (high/low), <b>dynamics</b> (loud/quiet) and <b>timbre</b> (instrumental sounds).</p> <p>* Identify <b>timbres</b> of classroom instruments (wooden/metal/skin).</p>	<p>* Play an instrument in a group, showing some awareness of other performers.</p> <p>* Follow simple musical instructions and actions.</p>	<p>* Explore and create, sounds with the voice, found sounds, instruments and appropriate technology in response to a stimulus, e.g. footsteps, sea, weather.</p> <p>* Improvise (make up) simple rhythmic and vocal patterns.</p> <p>* Order sounds within simple structures such as beginning/middle/end.</p> <p>* Create sequences of sounds using the interrelated dimensions of music. E.g., patterns of long and short/high and low sounds.</p>	<p>* Use simple music technology to make and capture sounds.</p> <p>* Represent sounds with symbols (given and made up.)</p> <p>* Know how to follow a simple graphic score.</p> <p>* Recognise symbols for Crotchet</p>  <p>* Quavers</p> 
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<p>E n d o f Y e a r 3</p>	<ul style="list-style-type: none"> <li>* Keep a steady pulse accurately on an instrument or with movement</li> <li>* Demonstrate the difference between pulse and <b>rhythm</b>.</li> <li>* Play simple repeating rhythms on percussion instruments.</li> <li>* Play simple melodic patterns on tuned instruments</li> <li>* Play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>* Sing mostly in tune, showing greater awareness of <b>pitch</b>-matching.</li> <li>* Sing a wider range of songs* with expression and a sense of melodic shape. (*simple rounds, partner songs, songs with verse/chorus).</li> <li>* Show developing control of <b>dynamics</b> and <b>tempo</b> when singing.</li> <li>* Demonstrate an awareness of correct posture for singing.</li> </ul>	<ul style="list-style-type: none"> <li>* Listen with increasing concentration to a variety of live and recorded music from different cultures, traditions and historical periods music, recognising how changes in <b>tempo, dynamics, pitch</b>, and <b>timbre</b> create different moods and effects.</li> <li>* Aurally identify simple <b>rhythm</b> patterns using</li> <li>* walk/ta </li> <li>* jogging/te-te </li> <li>* one-beat rests </li> <li>* Begin to recognise different instrument families (percussion,</li> </ul>	<ul style="list-style-type: none"> <li>* Maintain a part within a group, showing some awareness of other performers.</li> <li>* Follow simple performance directions (e.g. starting/stopping, changes in tempo &amp; dynamics)</li> <li>* Show some awareness of the audience when performing</li> </ul>	<ul style="list-style-type: none"> <li>* Improvise short rhythmic and melodic patterns using the voice and instruments.</li> <li>* Create and develop musical ideas within given structures (e.g., ABA form) or in response to a stimulus.</li> <li>* Sequence and combine sounds to create special effects, moods and atmospheres using the interrelated dimensions of music.</li> <li>* Begin to improve own work.</li> </ul>	<ul style="list-style-type: none"> <li>* Use music technology to explore, capture and combine sounds.</li> <li>* Recognise and understand symbols for</li> <li>* Crotchet </li> <li>* Quavers </li> <li>* Crotchet rest </li> <li>* Create own graphic notations to represent sounds.</li> <li>* Experience simple one-line staff pitch notation</li> </ul>
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


	Playing (tuned and untuned)	Singing	Listening and Appraising	Performing	Composing and Improvising	Notation and Technology
			woodwind, brass, string) from sight and/or sound.			



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">E n d o f L K S 2</p>	<ul style="list-style-type: none"> <li>* Keep a steady pulse independently and respond to changes in <b>tempo</b>, maintaining and appropriate pulse.</li> <li>* Maintain a simple rhythm part independently, keeping in time to the pulse.</li> <li>* Play a variety of <b>rhythm</b> patterns with accuracy.</li> <li>* Maintain a simple melody part independently, keeping in time with the pulse</li> <li>* Play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy.</li> <li>*</li> <li>* Demonstrate increasing control of <b>tempo</b> and <b>dynamics</b> when playing.</li> </ul>	<ul style="list-style-type: none"> <li>* Sing in tune with expression and clear diction, maintaining a wider <b>pitch</b> range with a good sense of melodic shape.</li> <li>* Show good control of <b>dynamics</b> and <b>tempo</b> when singing.</li> <li>* Maintain correct posture for singing and begin to show appropriate breath control.</li> <li>* Sing increasingly complex songs: rounds, partner songs, songs with verse/chorus.</li> </ul>	<ul style="list-style-type: none"> <li>* Listen with concentration to a variety of live and recorded music from different cultures, traditions, and historical periods music, recognising how changes in the interrelated dimensions of music create different moods and effects.</li> <li>* Aurally identify <b>rhythm</b> patterns using</li> <li>* walk/ta </li> <li>* jogging/te-te </li> <li>* stride (2 beat) </li> </ul>	<ul style="list-style-type: none"> <li>* Maintain an independent part within a group, showing awareness of other performers.</li> <li>* Follow simple performance directions (start/stop/loud/quiet/fast/slow) and respond with increasing fluency and control.</li> <li>* Demonstrate awareness of the audience and perform with a sense of occasion.</li> </ul>	<ul style="list-style-type: none"> <li>* Improvise <b>rhythmic</b> and melodic phrases using the voice and instruments.</li> <li>* Create and develop musical ideas within given <b>structures</b> (e.g., ABA, Rondo, Call and Response) or in response to a stimulus.</li> <li>* Compose music for a range of purposes using the interrelated dimensions to achieve intended effects.</li> <li>* Make improvements to own work, explaining reasons for changes.</li> </ul>	<ul style="list-style-type: none"> <li>* Use music technology to explore, capture, change and combine sounds.</li> <li>* Recognise and understand symbols for</li> <li>* Crotchet </li> <li>* Quavers </li> <li>* Crotchet rest Z or </li> <li>* Minim </li> <li>* Experience simple two-line staff <b>pitch</b> notation</li> </ul>
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	Playing (tuned and untuned)	Singing	Listening and Appraising	Performing	Composing and Improvising	Notation and Technology
			* one-beat rests Z or  * Aurally recognise different instrument families (percussion, woodwind, brass, string.)			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">End of Year 5</p>	<ul style="list-style-type: none"> <li>* Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</li> <li>* Confidently control changes in dynamics and tempo when playing alone and with others.</li> <li>* Play in solo and ensemble contexts with fluency and expression.</li> </ul>	<ul style="list-style-type: none"> <li>* Sing in tune with accuracy and confidence, maintaining a wider pitch range, correct posture and clear diction.</li> <li>* Sing expressively, showing an awareness of style, demonstrating the ability to control tempo and dynamics appropriately.</li> <li>* Sing a wide variety of songs: unison, partner, canon, songs with 2 or more parts.</li> <li>* Maintain an independent part with increasing control (repeated pattern, melody, drone, echo, harmony).</li> </ul>	<ul style="list-style-type: none"> <li>* Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, recognising and describing how the interrelated dimensions of music are used for intended effects.</li> <li>* Aurally identify rhythm patterns using <ul style="list-style-type: none"> <li>* walk/ta </li> <li>* jogging/te-te </li> <li>* stride (2 beat) </li> <li>* one-beat rests Z or </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Maintain an independent part in a group with fluency and expression, showing awareness of other performers.</li> <li>* Perform expressively to an audience demonstrating an awareness of place and occasion.</li> </ul>	<ul style="list-style-type: none"> <li>* Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music <ul style="list-style-type: none"> <li>* with developing control.</li> <li>* Compose music using a range of devices (e.g., ostinato, chord patterns, call and response, drone, repetition).</li> <li>* Compose music for a range of purposes using the interrelated dimensions with understanding and control to achieve intended effects.</li> <li>* Make improvements to own work, explaining reasons for changes using</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Combine, manipulate and refine musical sounds using appropriate technology.</li> <li>* Recognise and understand symbols for <ul style="list-style-type: none"> <li>* Crotchet </li> <li>* Quavers </li> <li>* Crotchet rest Z or </li> <li>* Minim </li> <li>* Semibreve (4 beats) </li> </ul> </li> </ul>
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	Playing (tuned and untuned)	Singing	Listening and Appraising	Performing	Composing and Improvising	Notation and Technology
			<p>* wade (4 beats)</p> <p></p> <p>* Recognise the sounds of some individual instruments from different instrumental families.</p> <p>* Begin to recognise the characteristics of different styles of music and place them within a historical timeline.</p> <p>* Begin to recognise 2,3,4 metre.</p>			<p>* Experience three-line staff pitch notation</p> <p>* Recognise different metres 2,3,4</p>

<p>* Play melodic and <b>rhythmic</b> parts as part of an ensemble, keeping in time with other players.</p> <p>* Maintain an independent part in an ensemble, showing awareness of how parts fit together.</p> <p>* Play confidently with fluency and expression, demonstrating increased understanding of musical features when I play to achieve a musical outcome.</p> <p>* Play in solo and ensemble contexts with fluency and expression.</p>	<p>* Sing in tune with accuracy and confidence, maintaining a wider <b>pitch</b> range, correct posture, clear diction and breath control.</p> <p>* Sing with confidence and expression, showing a clear sense of style, confidently controlling <b>dynamics, tempo</b>, and other expressive features of the music.</p> <p>* Maintain an independent part with good control, accuracy and expression, showing awareness of how parts fit together.</p> <p>* Sing a wide variety of songs: unison, partner, canon, songs with 2 or more parts.</p>	<p>* Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing and evaluating musical features using appropriate musical vocabulary.</p> <p>* Aurally identify extended <b>rhythm</b> patterns using</p> <p>* walk/ta </p> <p>* jogging/te-te </p> <p>* stride (2 beat) </p> <p>* one-beat rests Z or </p> <p>* wade (4 beats) </p>	<p>* Maintain an independent part in a group (or as a soloist) with increased control, fluency and expression, showing awareness of other performers.</p> <p>* Perform and communicate expressively to an audience, showing an awareness of place and occasion.</p>	<p>* Improvise longer melodic and <b>rhythmic</b> phrases using the interrelated dimensions of music with confidence and control.</p> <p>* Compose music using a range of devices and/or for different purposes demonstrating an increased understanding of how the interrelated dimensions of music have been used to achieve intended effects.</p> <p>* Make improvements to my own work and suggest improvements to the work of others using appropriate musical vocabulary.</p>	<p>* Combine, manipulate and refine musical sounds using appropriate technology.</p> <p>* Recognise and understand symbols for</p> <p>* Crotchet </p> <p>* Quavers </p> <p>* Crotchet rest Z or </p> <p>* Minim </p> <p>* Semibreve (4 beats) </p>
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	Playing (tuned and untuned)	Singing	Listening and Appraising	Performing	Composing and Improvising	Notation and Technology
			<ul style="list-style-type: none"> <li>* Caterpillar </li> <li>* Recognise the sounds of an increasing number of instruments from different instrumental families.</li> <li>* Begin to recognise the characteristics of different</li> <li>* styles of music and place them within a historical timeline.</li> <li>* Recognise 2,3,4 metre</li> </ul>			<ul style="list-style-type: none"> <li>* Semiquavers </li> <li>* Experience staff notation of <b>pitch</b></li> <li>* Recognise different metres 2,3,4</li> </ul>

**KEY MUSIC SKILLS – Curriculum Framework (EYFS)**

	<b>Continuous Provision / Circle Time</b>
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<b>N</b>	Nursery Rhymes	Christmas Songs and Performance	Dalcroze	Rhythm and Beat	Rhythm and Beat	Listening To and Sharing Our Favourite Music
<b>Charanga / Circle Time</b>						
<b>R</b>	<b>Me! by Joanna Mangona</b>  Wide variety of musical styles as an introduction.	<b>My Stories by Joanna Mangona</b>  Wide variety of musical styles as an introduction.	<b>Everyone! by Joanna Mangona</b>  Wide variety of musical styles as an introduction.	<b>Our World by Joanna Mangona</b>  Wide variety of musical styles as an introduction.	<b>Big Bear Funk by Joanna Mangona</b>  Funk	<b>Reflect, Rewind and Replay</b>  Classical

#### KEY MUSIC SKILLS – Curriculum Framework (KS1 and KS2)

	Unit	Playing (tuned and un-tuned)	Singing	Listening and Appraising	Performing	Composing and Improvising	Notation and Technology
<b>1</b>	Singing Assemblies (Weekly 30 Minutes)		✓	✓	✓		
	Sing Up Classroom based sessions (1 hour each week every other half term)	✓	✓	✓	✓	✓	✓
	Magic Music Mondays (1 day per term)	✓	✓	✓			✓
<b>2</b>	Singing Assemblies (Weekly 30 Minutes)		✓	✓	✓		

	Sing Up Classroom based sessions (1 hour each week every other half term)	✓	✓	✓	✓	✓	✓
	Magic Music Mondays (1 day per term)	✓	✓	✓			✓
3	Singing Assemblies (Weekly 30 Minutes)		✓	✓	✓		
	Sing Up Classroom based sessions (1 hour each week every other half term)	✓	✓	✓	✓	✓	✓
	Magic Music Mondays (1 day per term)	✓	✓	✓			✓
4	Singing Assemblies (Weekly 30 Minutes)		✓	✓	✓		
	Sing Up Classroom based sessions (1 hour each week every other half term)	✓	✓	✓	✓	✓	✓
	Magic Music Mondays (1 day per term)	✓	✓	✓			✓
5	Singing Assemblies (Weekly 30 Minutes)		✓	✓	✓		

	Sing Up Classroom based sessions (1 hour each week every other half term)	✓	✓	✓	✓	✓	✓
	Magic Music Mondays (1 day per term)	✓	✓	✓			✓
6	Singing Assemblies (Weekly 30 Minutes)		✓	✓	✓		
	Sing Up Classroom based sessions (1 hour each week every other half term)	✓	✓	✓	✓	✓	✓
	Magic Music Mondays (1 day per term)	✓	✓	✓			✓

## Sing Up

Sing up sessions will be delivered in classrooms every other half term.

Year Group	Autumn	Spring	Summer
Year 1	Menu	Football	Come Dance With Me
Year 2	Tony Chestnut	Grandma Rap	Tanczymy Labada

Year 3	I've Been to Harlem	Latin Dance	Fly with the Stars
Year 4	This Little Light of Mine	The Doot Doot Song	Favourite Song
Year 5	What shall we do with the drunken sailor	Madina Tun Nabi	Kisne Banaaya
Year 6	Hey Mr Miller	Dona Nobis Pacem	Ame Sau Vala Tara Bal

### Magical Music Mondays

Magical Music Mondays will be held 3 times per year and they will be at the end of each term.

	Autumn	Spring	Summer
Year 1	Animals	Rivers	Litter and recycling
Year 2	Fantasy	Moon Music	Endangered Species / Rainforest
Year 3	Stone Age - natural instruments	Coastal Music	Food miles - transport
Year 4	Fairy Tales / Magical Music	Performance Poetry	H2O
Year 5	Mood Music	Space	Travel through different cultures
Year 6	Harry Potter and other soundtracks	History of the album / cover	Climate Change

## Piece of Music of the Half Term

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Wild Man Kate Bush Art pop	Runaway Blues Ma Rainey Blues	Mars From The Planets Holst 20 <sup>th</sup> Century	Rondo alla Turca Mozart Classical	Fanfarra Sérgio Mendes/Carlinhos Brown Samba	Class Choice
Year 2	Night Ferry Anna Clyne 21 <sup>st</sup> Century	Hound Dog Elvis Presley Rock n Roll	Bolero Ravel 20 <sup>th</sup> Century	Baris Gong Kebyar of Peliatan Gamelan	With A Little Help From My Friends The Beatles Pop	Class Choice
Year 3	Night on a Bare Mountain Mussorgsky Romantic	Jai Ho from Slumdog Millionaire AR. Rahman 21 <sup>st</sup> Century	Le Freak Chic Disco	I Got You (I Feel Good) James Brown Funk	Sahela Re Kishori Amonkar Indian Classical	Class Choice
Year 4	Wonderwall Oasis 90s Indie	Take the 'A' Train Billy Strayhorn/Duke Ellington Orchestra Jazz	Symphony No. 5 Beethoven Classical	For the Beauty of the Earth Rutter 20 <sup>th</sup> Century	Tropical Bird Trinidad Steel Band Calypso	Class Choice
Year 5	Inkanyezi Nezazi Ladysmith Black Mambazo Choral	Smalltown Boy Bronski Beat 80s Synth/Pop	English Folk Song Suite Vaughan Williams 20th Century	This Little Babe from Ceremony of Carols Britten 20 <sup>th</sup> Century	Jin-Go-La-Ba (Drums of Passion) Babatunde Olatunji Drumming	Class Choice
Year 6	Say My Name Destiny's Child 90s RnB	Libertango Piazzolla Tango	Sea Shanties Various Folk	1812 Overture Tchaikovsky Romantic	Connect It Anna Meredith 21 <sup>st</sup> Century	Class Choice

## KEY MUSICAL VOCABULARY

<b>EYFS</b>	Loud, quiet, slow, fast, high, low, music, song, whisper, instrument, beat
<b>Year 1</b>	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.
<b>Year 2</b>	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.
<b>Year 3</b>	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.
<b>Year 4</b>	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality
<b>Year 5</b>	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.
<b>Year 6</b>	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

## EXTRA-CURRICULAR OPPORTUNITIES

- Children are offered the opportunity to study a musical instrument with teachers from Trafford Music Service. Parents who want their children to participate in these lessons must pay the additional music lesson fees on a termly basis. This is in addition to the normal music teaching of the school, and usually takes place during lesson time from which children are withdrawn for the duration of the instrumental lesson.
- Children are offered the opportunity to take part in a choir club. This is led by the Music Subject Leader and is free of charge. This is in addition to the normal music teaching of the school, and takes place during lunchtime.
- Children in EYFS and KS1 have the opportunity to take part in yearly Christmas performances. These involve rehearsing and singing a selection of songs.
- Children in Year 6 have the opportunity to take part in an end of year production. This involves rehearsing and singing a selection of songs. There are also opportunities for solo performances.
- We celebrate twice yearly Music showcases. These are an opportunity for children to perform on stage to an audience. Children from all Music clubs are invited, and we also welcome children who would like to showcase their Musical learning from outside of school.