

Music

Intent:

At Linby, we want all of our children to develop the self-confidence, skills, knowledge and understanding to develop a life-long love of music.

Our music curriculum uses the Sing Up resources to provide high quality, practical and comprehensive music teaching. This is complemented by bespoke instrumental teaching with the Nottinghamshire Music Hub and utilising the expertise of teaching staff.

Christian Values

Our School Values are dignity, community, hope, wisdom and love. We gain a heart of wisdom in every lesson, in every day. Jesus taught hope and to show dignity to all. This is what we base our teaching and learning on. We teach children to be respectful when listening to the diverse music culture that makes up our world, and to appreciate how sound can be woven together to make music. We aim to help children to understand the impact that performing together can have on wellbeing, through enjoying and engaging in shared experiences.

Implementation:

The Sing Up Music scheme is based on every child in school accessing a music lesson every week. The lengths of lessons are advised as follows:

Early Years: 30 minutes

KS1: 40 minutes

KS2: 50 minutes

The National Music Plan for England outlines that pupils should be engaged in musical learning for one hour per week. It is anticipated that in Early Years, singing will form parts of the classroom routine. Each week, every child in school accesses a singing assembly as part of the musical enrichment of the school. Additionally, piano lessons are offered to those who would like them, and a weekly choir is run.

Impact:

The impact of the Music curriculum at Linby cum Papplewick C of E Primary can be seen through:

- our children are engaged and excited by our music curriculum. The skills that they are taught equip them with a range of skills to enable them to appreciate music throughout their lives.
- our children have become confident performers, composers and listeners, who are able to express themselves musically at school and beyond.
- our children show an appreciation and respect for a range of music from a variety of genres across a variety of generations.
- our children demonstrate and express their enthusiasm for music.
- our children progress throughout the music curriculum which enables them to meet the expectations outlined at the end of each key stage for the national curriculum.

Concepts in Music: Sing and Play, Improvise and compose, Listen and Appraise

Key Concepts in Music

The key concepts in Music are:



Sing and Play



Improvise and
Compose



Listen and
Appraise

Sing and Play:

The skills of singing and playing include the learning of key instrumental skills, such as gaining in understanding of different types of notation (graphic and staff), learning about melody, harmony, chord structures and scales.

Improvise and Compose:

This concepts covers the ability to ‘play with’ music, to be creative in making our own pieces of music.

Listen and Appraise:

Through the skill of listening and appraising, children are exposed to different genres of music from different cultures. Children listen to and appreciate the skill that musicians express and understand different forms of music.

Music: Mapping of Units of Study

Year A

Class	Autumn	Spring	Summer
Ash (R, Y1)	I've got a grumpy face / The Sorcerer's Apprentice Row, row, row your boat	Bird Spotting / Shake my sillies out Up and Down / Five Fine Bumble Bees	Down there under the sea / It's Oh so Quiet Slap, clap, clap / Bow bow, bow, Belinda
Elm (Y1, Y2)	Menu Song Colonel Hathi's March / Magical Musical Aquarium	Football Who stole my chickens and my hens?	Dancing and drawing to Nautius / Cat and Mouse Come Dance with Me.
Fir (Y3, Y4)	I've been to Harlem Chilled-out clap rap	Latin Dance (classroom percussion) March from the Nutcracker / From a Railway Carriage	Just three notes / Samba with Sergio Fly with the stars (Classroom percussion)
Oak (Y5, Y6)	What shall we do with the drunken sailor? Why we sing / Introduction to songwriting	Madina tun nabi Building a groove / Epoca	Baloo Baleerie Kisne banaaya

Year B

Class	Autumn	Spring	Summer
Ash (R, Y1)	I've got a grumpy face / The Sorcerer's Apprentice Row, row, row your boat	Bird Spotting / Shake my sillies out Up and Down / Five Fine Bumble Bees	Down there under the sea / It's Oh so Quiet Slap, clap, clap / Bow bow, bow, Belinda
Elm (Y1, Y2)	Tony Chestnut Carnival of the animals / Musical conversations	Grandma Rap Swing-a-long with Shostakovich / Charlie Chaplin	The rockpool rock Tanczymy labada
Fir (Y3, Y4)	This little light of mine My Fantasy Football Team	The doot, doot song (classroom percussion) Fanfare for the common man / Spain	Global pentatonics / The horse in motion Favourite Song (classroom percussion)
Oak (Y5, Y6)	Hey Mr Miller Shadows / Composing for protest!	Dona nobis pacem Ain't gonna let nobody	Race! / Exploring identity through song Ame Sau vala tara bal

Music : Sing and Play



Sing expressively, with accurate pitch and a strong beat
Sing in unison while playing an instrumental beat (untuned)
Develop and practise techniques for singing and performing
Sing a song in two parts with expression
Sing a round and accompany themselves with a beat
Sing in a 4-part round
Sing a syncopated melody accurately and in tune
Sing accurately in three parts.

Play bass notes, chords, or rhythms to accompany singing.
Play a drone and chords to accompany singing
Play an accompaniment using tuned percussion.
Play chords on tuned percussion, ukulele, keyboard, or apps.

Vocabulary:

Strong beat, steady beat, melody, bass note, major, minor, triad, harmony, back beat, riff, piano pianissimo, forte, scotch snap, arpeggio, scat, unison, solo.

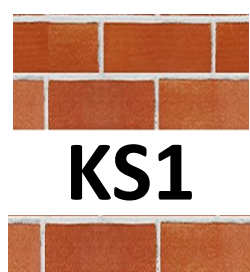


Sing a call-and-response song in groups, holding long notes confidently.
Rap accurately and rhythmically with dynamic contrasts.
Sing syncopated and swung rhythms and recognise a verse/chorus structure.
Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.
Perform vocal percussion as part of a group.
Sing solo or in a pair in call-and-response style.
Sing with expression and dynamics.
Sing a stepping melody accurately and with clear articulation and diction
Sing a part in a partner song, rhythmically and from memory.

Play melodic and rhythmic accompaniments to a song.
Play a one-note part contributing to the chords accompanying a verse
Play chords on tuned percussion as part of a whole-class performance.
Play a bass part and rhythm ostinato
Learn a part on tuned percussion and play as part of a whole-class performance.
Play repeating rhythmic patterns.
Count musically.
Understand triads and play C, F, G major, and A minor
Play an instrumental part as part of a whole-class performance

Vocabulary:

pentatonic scale, ostinato, unison, round, crotchets, quaver, semi-quaver, chord rhythmic ostinato, major, minor, chord, melody, drone, syncopation, unison, minim, blue note, layered singing, dotted quaver, forte, piano, triplets, habanera, triad, chord progressions.



Sing familiar songs in low and high voices, recognising higher and lower.
Chant together rhythmically, marking rests accurately.
Sing a unison song rhythmically and in tune
Demonstrate an internalised sense of pulse through singing games
Sing and chant songs and rhymes expressively and confidently
Learn an interlocking spoken part.
Chant and perform to an accompaniment.
Sing with good diction

Play classroom instruments on the beat..
Play an introduction on tuned percussion.
Understand and use dynamics.
Understand and use notes of different pitch.
Understand and use notes of different duration
Learn a clapping game that shows the rhythm
Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation
Play the melody on a tuned percussion instrument
Play a simple ostinato on untuned percussion.
Play percussion instruments expressively

Vocabulary:

Beat, pitch, duration, timbre, dynamics, pulse, rhythm, melody, solo, crotchets, quavers, duration, copy, improvise, fortissimo (ff) very loud, forte (f) loud, piano (p) soft, pianissimo (pp) shhh very soft....

EYFS

Sing with a sense of pitch, following the shape of the melody with voices.
Use the voice to adopt different roles and characters.
Match the pitch of a four-note (la-so-mi-do) call-and-response song.
Sing a tune with 'stepping' and 'leaping' notes.
Sing a song using a call-and-response structure.
Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.
Play a steady beat on percussion instruments
Mark the beat of the song with actions
Play along with percussion instruments.
Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo
Play effects on percussion instruments.
Play different instruments with control.
Explore dynamics with voices and instruments.

Vocabulary:

Louder, quieter, long, short, percussion instruments, stepping and leaping notes, higher, lower, steady beat, tap, shake, scrape, hit, instrument names, echo singing, forte (loud), piano (quiet), crescendo (getting louder), diminuendo (getting quieter).

Music: Improvise and Compose



Compose body percussion patterns and write these out using rhythm grids.

Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.

Create fragments of songs that can develop into fully fledged songs

Improvise freely over a drone.

Show understanding of how a drum pattern, bassline and riff fit together to create a memorable and catchy groove.

Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group

Compose a melody in 3/4 time, using a pentatonic scale and question-and-answer phrasing

Compose a simple accompaniment using tuned instruments.

Create and perform their own class arrangement.

Compose a syncopated melody using the notes of the C major scale.

Write a melody and sing it

Structure ideas into a complete song.

Create an accompaniment

Experiment with harmony

Vocabulary:

Steady beat, strong beat
2/4 time, 4/4 time, $\frac{3}{4}$ time, crotchet, quaver, semi-quaver, dotted quaver, dotted crotchet, dotted minim, chord, triad, scat, chromatic, coda, ostinato



Compose an ostinato.

Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers.

Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes

Compose a 4-beat rhythm pattern to play during instrumental sections.

Sing a call-and-response song with an invented drone accompaniment.

Invent simple patterns using rhythms and notes C-D-E.

Compose music, structuring short ideas into a bigger piece

Notate, read, follow, and create a 'score'

Improvise with the voice

Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests.

Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact

Vocabulary:

Subito, call and response, phrase, echo, so-mi, Rondo form, triad, chord, middle 8, doodle, swing rhythm, crescendo, decrescendo, orchestrate.



Compose music to march to using tuned and untuned percussion

Participate in creating a dramatic group performance.

Experiment with sounds (timbre) to create music and draw the sounds using graphic symbols.

Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).

Compose new lyrics and create short body percussion patterns to accompany a song.

Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.

Attempt to record compositions with stick and other notations.

Create musical phrases from new word rhythms that children invent.

Compose call-and-response music

Create, interpret, and perform simple graphic cores

Improvise rhythms along to a backing track

Vocabulary:

Pattern, word pattern, chant, rhythm, syllable, improvise, sequence, graphic score



EYFS

Make up new words, sounds and actions to songs.

Explore making sound with voices and percussion instruments

Make up a simple accompaniment using percussion instruments.

Create a sound story using instruments.

Improvise a vocal/physical soundscape.

Compose a three-beat body percussion pattern and perform it to a steady beat

Vocabulary:

High, low, faster, slower, improvise, up, down, higher, lower, melody, interval, stepping notes, scale

Music: Listen and Appraise



Recognise individual instruments and voices by ear.
Listen to a selection music and identify key elements that give the music its unique sound.
Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)
Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.
Listen and copy back simple rhythmic and melodic patterns.
Develop listening skills and an understanding of how different instrumental parts interact (texture)
Listen and match vocal and instrumental sounds to each other, and to notation.
Understand the differences between 3/4 and 4/4 time signatures
Listen to and describe features of the music using music vocabulary
Explore the influences on an artist by comparing pieces of music from different genres.
Identify features of timbre, instrumentation, and expression in an extract of recorded music.
Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music
Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).
Identify ways songwriters convey meaning: through lyrics, the music, and the performance.
Identify different elements of a song's structure.

Vocabulary:
Vocal decoration, drone, acapella, choir, melody, harmony, congregation, crescendo, unison, homophonic, Monophonic, polyphonic, vocal bends, glissando, vocal decorations, legato, diction, articulation, octave, microtone, fusion, neotango, motif, melody line, melodic ostinato, raga, chaal, rhythm, bols, antara, asthayi.



Listen and identify where notes in the melody of the song go down and up.
Listen to a range of pieces, understanding influences on the music and recognising some of its musical features.
Develop active listening skills by responding to musical themes through movement.
Understand the structure of rondo form (A-B-A-C-A)
Listen and compare how different composers have approached creating word-based compositions.
Recognise and copy rhythms and pitches C-D-E.
Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.
Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skippy' (dotted quaver/ semiquaver), and 'shh' (crotchet rest).
Identify similarities and differences between pieces of music.
Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.
Listen and appraise, recognising and talking about musical characteristics using music vocabulary.

Vocabulary:
pentatonic scale, beat, tempo, pulse, pitch, melody, rhythm, duration, dynamics, structure, timbre, texture, off beat, steady beat, major, minor, time signature, chord, syncopation, accompaniment, texture, intro, outro, chorus, verse, instrumental break, Rondo form, fugue, homophonic, habanera, triplets, staccato, legato, scale, ascending.



Listen and move in time to the song.
Respond to musical characteristics through movement.
Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing)
Reflect the character of a piece of music through movement.
Recognise the difference between a pattern with notes (pitched) and without (unpitched).
Listen to and copy short rhythm patterns by ear.
Mark rests in the song with actions, their voices, and instruments.
Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.
Develop awareness of duration and the ability to move slowly to music.
Create art work, drawing freely and imaginatively in response to a piece of music.
Listen to and copy rhythm patterns.
Copy call-and-response patterns with voices and instruments.
Recognise and play echoing phrases by ear.
Listen with increased concentration to sounds/ music and respond by talking about them using music vocabulary, or physically with movement and dance.
Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.
Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.
Listen actively and mark the beat by tapping, clapping, and swinging to the music.
Understand and explain how beats can be grouped into patterns and identify them in familiar songs.
Listen to traditional and composed music. Begin to understand how music helps people share tradition and culture.

Vocabulary:
Skipty, tempo, getting faster, timbre, pitch, graphic score, duet, dynamics, rest, phrase, articulation, metre, style, texture.



Identify and describe contrasts in tempo and dynamics
Begin to use musical terms (louder/quieter, faster/slower, higher/lower)..
Use appropriate hand actions to mark a changing pitch.
Listen to a range of music and respond with movement.
Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.
Find the beat and perform a clapping game with a partner.
Respond to music in a range of ways e.g. movement, talking, writing

Vocabulary:
Call and response, beat, hard, soft, scratchy, smooth, shape, high, low, structure, orchestra, rest, tempo faster/slower, higher/lower).