

MUSIC- New Curriculum (2021)

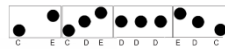


MUSIC								
	EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
LISTEN and RESPOND	<p>Yellow highlighted objectives can be covered through the warm-up/ starter part of each lesson: (Rhythm/Listening/Singing)</p> <p>Black italic objectives are from the new MMC 2021</p> <p>Green objectives are old objectives from last grid which I've kept- if you are happy with them turn them into black italic!</p>							
	<p>Listening in all Year groups should cover examples from the following main genres:</p> <ul style="list-style-type: none"> • Western Classical and Film Music • Popular Music • Music Traditions- other cultures and countries • Links to Geography/ Art/ History and RE should be made where appropriate 							
	EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeding
Listen and move to music	<p>Show an ability to listen to music, and express their feelings about it</p> <p>When listening, understand the difference between rhythm and pitch</p>	<p>Show an ability to listen to music with concentration and express an opinion</p> <p>When listening, know the meaning of dynamics and tempo</p>	<p>Listen to music paying attention to detail: pulse, pitch, dynamics, tempo</p> <p>Move/conduct to music</p>	<p>Listen to music paying attention to detail and recalling some sounds in any way</p> <p>Begin to feel and clap 'off beat' rhythms</p>	<p>Listen to music paying attention to detail, recalling rhythms using aural memory</p>	<p>Listen to music paying attention to detail, recalling some musical phrases or rhythms using aural memory</p> <p>Know what a musical sequence is</p> <p>Identify/continue a sequence</p>	<p>Listen to music paying attention to detail, recalling longer musical phrases or rhythms using aural memory</p>	

MUSIC- New Curriculum (2021)

		<p>When listening, follow the beat/pulse and respond through movement eg: clapping, tapping, stepping, jumping, walking</p>	<p>When listening, identify the beat (counts in a bar: 2 or 3 beats)</p> <p>Recognise a 'cuckoo' interval when listening</p>	<p>When listening to music, recognise high pitch, low pitch, rising and falling pitch</p> <p>When listening to music, recognise a drone</p> <p>When listening identify unison, layered and solo texture</p> <p>Know 'forte' means loud and 'piano' means quiet and use these when responding to listening</p> <p>Know and use the names of orchestral families: strings, woodwind, percussion, brass and instruments in each family</p>	<p>When listening, identify accelerando (getting faster) and rallentando (getting slower)</p> <p>When listening, identify major and minor tonality</p> <p>When listening, recognise a melody and accompaniment</p> <p>When listening, identify when music gets louder (crescendo), and quieter (decrescendo)</p> <p>When listening, identify legato (smooth) and staccato (detached) playing</p> <p>Copy short melodic phrases including those using the pentatonic scale</p>	<p>Understand what is meant by syncopation</p> <p>Explain how musical soundtracks can enhance a story/film</p>	<p>Know and identify a wider range of dynamics (fortissimo, pianissimo)</p> <p>Recognise 'Ternary' form in music (ABA)</p> <p>Compare music from the past and modern music</p>	
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MUSIC- New Curriculum (2021)

	EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year6 Exceeding
	<p>Experience a range of recorded and live music in school</p>		<p>Begin to understand the difference between 'pop' and 'classical' music</p>	<p>Use listening skills to correctly order phrases using dot notation Eg:</p>  <p>Individually copy stepwise melodic phrases with accuracy</p>	<p>Explain the difference between live and recorded music and music from different traditions</p> <p>Know about a wider range of musical genres</p>	<p>Explain the difference between live and recorded music from different composers from ancient to modern</p>	<p>Explain the difference between live and recorded music from different composers and from different traditions and specify traditions and composers</p>	

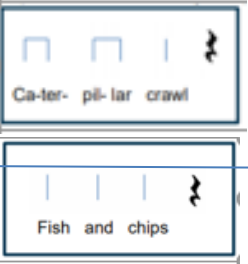
MUSIC- New Curriculum (2021)

COMPOSITION including NOTATION and PERFORMANCE	<p>Explore the different sounds of instruments Explore sounds made with voices</p> <p>Simple recognition of rhythms through pictures Eg: cat-er-pillar, butt-er-fly Use pictures as a simple score to follow Eg: cat-er-pillar, butt-er-fly</p> <p>Performances to parents</p>	<p>Improvise simple vocal chants using question and answer phrases</p> <p>Become familiar with tuned and un-tuned instruments</p> <p>Begin to experiment and create musical sounds/sound effects in response to stimuli: Combine ideas to tell a story</p> <p>Understand the difference between creating a <u>rhythm</u> pattern and a <u>pitch</u> pattern</p> <p>Invent, retain and recall rhythm and pitch patterns</p> <p>Mirror sounds, patterns and rhythms (own name)</p> <p>Use music technology to capture, change and combine sounds</p> <p>Explore and invent own graphic notation symbols eg:</p> 	<p>Create music in response to a non-musical stimulus Eg: a storm, rocket launch</p> <p>Work with a partner to improvise simple question and answer phrases, creating a musical conversation</p> <p>Experiment, create, select and combine sounds in layers using simple pictures or graphic symbols, dot notation and stick notation as notation to keep a record of composed pieces</p> <p>Use music technology to capture, change and combine sounds</p> <p>Create rhythms using word phrases as a starting point</p>	<p>Become more skilled in using improvisation, inventing on the spot responses</p> <p>Structure musical ideas to create music with a beginning, middle and end, in response to different stimuli and musical sources</p> <p>Combine rhythmic notation with letter names to create rising and falling phrases using just 3 notes</p> <p>Compose song accompaniments on un-tuned percussion using known rhythms and note values</p> <p>Introduce the stave, lines and spaces and clef</p> <p>Use dot notation to show higher or lower pitch</p>	<p>Improvise on a limited range of pitches on the instrument they are learning(recorder) using a range of features including smooth(legato) and detached (staccato)</p> <p>Make compositional decisions about the structure of improvisations</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases suitable for instruments being learnt. Sing and play these phrases</p> <p>Arrange notation cards to create sequences of 2,3 or 4 beat phrases arranged into bars</p> <p>Create music for a specific mood</p> <p>Introduce major and minor chords</p>	<p>Use ideas from music listened to as inspiration for own composition</p> <p>Improvise freely over a drone developing a sense of shape and character, using tuned percussion melodic instruments</p> <p>Improvise over a simple groove using a wider range of dynamics: forte (f) piano (p)</p> <p>Compose melodies made from pairs of phrases in C major or A minor</p> <p>Compose a short ternary piece (A,B,A)</p> <p>Use chords to compose music to evoke a specific</p>	<p>Extend improvisation skills through working in small groups to create music with multiple sections</p> <p>Use chord changes as part of an improvised sequence</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove</p> <p>Plan and compose an 8 or 16 beat melodic phrase using a pentatonic scale, Notate and perform on tuned percussion or melodic instruments</p> <p>Compose melodies from pairs of phrases in in G major or E minor, enhancing with rhythmic or chordal accompaniment</p> <p>Compose a ternary piece using music software/apps to create and record</p>	<p>Perform whole songs/pieces of music with accuracy and sensitivity to an audience</p>
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MUSIC- New Curriculum (2021)

						<i>atmosphere or mood</i>	<i>Engage fully in ensemble playing</i>	
							Y6 transition to Y7 performance	


MUSIC- New Curriculum (2021)

	<p>Nativity</p>	<p>Recognise and use simple symbols to represent syllables in words Eg:</p> 		<p>Develop skills in playing tuned percussion or a melodic instrument: recorder, violin</p> <p>Understand the difference between crotchets and paired quavers</p> <p>Play and perform melodies using staff notation using a small range (3 notes) as a whole class or in small groups</p>	<p>Include instruments being learned in class or individually to expand the musical palette available for composition</p> <p>Record creative ideas using any of the following: Graphic symbols Rhythm notation and time signatures Staff notation technology</p> <p>Develop the skills of playing a selected musical instrument over a sustained period</p> <p>Play and perform melodies following staff notation using a small range (5 notes: middle C –G) as a whole class or in groups</p> <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests</p>	<p>Create music to accompany a scene in a play or book</p> <p>Record ideas using any of the following: Graphic notation and time signatures Staff notation Technology</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards following staff notation</p> <p>Understand how triads are formed and play them</p> <p>Perform simple chordal accompaniments to well-known songs</p> <p>Perform a range of repertoire pieces in a mixed ensemble (including school orchestra) Develop the skill of playing by ear</p>	<p>Play a melody following staff notation within an octave range.</p> <p>Make decisions about dynamic range</p> <p>Accompany a composition with block chords or bass line</p> <p>Further develop understanding and skills in using and reading pitch notation and duration of notes</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up-to 4 parts, confidently identifying note names and durations</p> <p>Year 6/7 transition project</p>	
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MUSIC- New Curriculum (2021)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PULSE/BEAT, RHYTHM and PITCH</p>		<p>Walk, move or clap a steady beat, changing as the tempo of the music changes</p> <p>Use body percussion/un-tuned percussion to play a repeated pattern (ostinato)</p> <p>Respond to pulse in recordings of music through movement and dance</p> <p>Perform short copycat rhythms accurately</p> <p>Perform a short rhythmic ostinato keeping in time with a steady beat</p> <p>Perform word pattern chants:</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">  <p>Ca-ter- pi-lar crawl</p> </div> <div style="border: 1px solid black; padding: 2px;">  <p>Fish and chips</p> </div> </div> <p>Create and perform own chanted rhythm patterns using stick notation</p> <p>Listen to sounds in the school environment comparing low and high sounds</p>	<p>Understand that the speed of the beat can change. This is called TEMPO</p> <p>Mark the beat of a listening piece through tapping or clapping</p> <p>Walk in time to the beat of a piece of music</p> <p>Know the difference between left and right when walking/marching</p> <p>Group beats in 2s and 3s by tapping on the first beat and clapping on the remaining beats</p> <p>Identify the beat groupings in familiar songs and music listened to regularly</p> <p>Play copycat rhythms, copying a leader and invent own for others to copy</p> <p>Create rhythms using word phrases as a starting point</p> <p>Respond to pitch changes with actions- hands moving/ stand up/down</p>	<p>Pulse/Beat/Rhythm and Pitch elements are integrated into Composition objectives for KS2</p> <p>(For Warm-up/Start of lesson ideas see appendix)</p>	

MUSIC- New Curriculum (2021)

		<p><i>Explore pitched percussion to enhance story telling</i></p>	<p>Recognise dot notation and match to 3 note tunes</p> 					
<p>SINGING</p>	<p>Begin to build a repertoire of songs and dances Simple call and response songs using repetition</p> <p>Perform a simple song to an audience</p>	<p>Perform chants and rhymes Sing simple songs Sing using call and response</p> <p>To support with singing in a performance</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sounds</p> <p>Follow pictures and symbols to guide singing</p> <p><i>(See Appendix for suggested repertoire)</i></p>	<p>Start to use voice expressively when chanting and reading rhymes</p> <p>Sing in rounds</p> <p>Use dynamics in songs</p> <p>To perform songs dances and drama in a production, taking simple leading roles</p> <p>Respond to the leader's directions and visual symbols regarding tempo and dynamics</p> <p>Play a range of singing games based on the 'cuckoo' interval</p> <p>Sing short phrases independently within a singing game/song</p> <p><i>(See Appendix for suggested repertoire)</i></p>	<p>Sing songs with simple ostinato parts Eg: Land of the Silver Birch</p> <p>Sing a widening range of unison songs with a range of 5 notes, using dynamics</p> <p>Perform actions confidently and in time when singing action songs</p> <p><i>(See Appendix for suggested repertoire)</i></p>	<p>Sing songs with simple ostinato parts combining singing and instruments</p> <p>Continue to sing in unison within a range of an octave</p> <p>Begin to sing songs with small and large leaps and a simple second part to introduce harmony</p> <p>Sing rounds and partner songs in different time signatures</p> <p><i>(See Appendix for suggested repertoire)</i></p>	<p>Add instrumental accompaniments</p> <p>Take on a supporting role in large productions combining music, dance and drama</p> <p>Sing 3 part rounds, partner songs and songs with a verse and chorus Sing songs from a broader, extended repertoire</p> <p><i>(See Appendix for suggested repertoire)</i></p>	<p>Sing songs in two parts/in canon. Begin to introduce simple harmony lines</p> <p>Take on leading roles in large productions combining music, dance and drama</p> <p>Sing a broad range of songs with syncopated rhythms</p> <p>Sing 3 and 4 part rounds, no longer in discrete parts to develop listening skills</p> <p><i>(See Appendix for suggested repertoire)</i></p>	<p>Transition project Y6-Y7</p>

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<p style="text-align: center;">VOCABULARY (Cumulative)</p>	<p>song instrument</p>	<p>rhythm pitch beat improvise ostinato notation</p>	<p>dynamics tempo first beat of the bar music genres- pop, classical notation: graphic/dot/line round</p>	<p>rising and falling pitch drone crotchets quavers unison texture- layered, solo musical phrase stave, lines and spaces clef melody</p>	<p>off-beat accelerando rallentando crescendo decrescendo legato staccato major and minor key octave harmony time signature pentatonic scale minim rest score</p>	<p>leitmotif Programme Music aural memory syncopation call and response main groove intro/outro break repertoire semibreve triad ensemble accompaniment C major A minor forte (f) piano (p)</p>	<p>sequence semiquavers canon block chords bass line G major E minor Ternary Form Fortissimo (ff) Pianissimo (pp)</p>	
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INSTRUMENTAL and EXTRA CURRICULAR OPPORTUNITIES	<p>Children are able to access instrumental tuition through the North Yorkshire Music Hub and the Music in Schools (York) organisation Applications for tuition are made online for NYCC Music in Schools- applications following Parent Meeting (yearly) Ukulele and Recorder are taught to whole classes in Y3/4 on a 2-year rolling programme Choir KS2 children (Year 2 invited after Christmas?)</p> <p>WOP – opportunities for extra- curricular lessons through local music hub</p> <p>Regular opportunities include:</p> <p>‘Young Voices’ – Sheffield Arena –yearly ‘Kids Aloud’- Harrogate Brigantes Rotary Club – every 2 years ‘Harrogate Christmas Concert – with Harrogate Symphony Orchestra and Harrogate Choral Society (3 year rota)</p>
RESOURCES	<p>NYCC Music Scheme of Work Music Express Scheme Musical Contexts- online scheme of work KS2 and 3 BBC Teach ‘10 Pieces’ https://www.bbc.co.uk/teach/ten-pieces https://www.bristolplaysmusic.org/teach/music-curriculum-bristol/curriculum/ Range of tuned and un-tuned classroom instruments available</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPOSERS/MUSIC/ GENRES (specific to units of work)</p>		<p><u>These will Supplement the MMC list</u></p> <p>Fire Music Debussy- Preludes Book 2. Feu d'Artifice Stravinsky- 'Firebird' Handel- 'Fireworks Overture' De Falla- 'Ritual Fire Dance' Verdi – 'Requiem' - 'Dies Irae' Orff- 'Carmina Burana- 'O Fortuna'</p> <p>Space Music Holst – 'The Planets' Richard Strauss- 'Also Sprach Zarathustra' Aaron Copeland- 'Fanfare for the Common Man' Emmerson, Lake and Palmer- 'Fanfare for the Common Man' Hans Zimmer – ' Where we're Going' Eric Whitacre- 'Deep Field'</p> <p>Castles Tchaikovsky- '1812 Overture' Richard Strauss- 'Ein Heldenleben'- 4th Movement</p> <p>Light Beethoven – 'Moonlight Sonata' Debussy – 'Clair de Lune' Ola Gjeilo- 'Sunrise Mass'</p> <p>Dinosaurs</p> <p>https://www.classicalmpr.org/story/2020/04/30/classical-kids-music-lessons-dinosaurs</p> <p>https://www.king.org/art-animals-fairy-tales-more-in-classical-music/22077434/</p> <p>Traditional songs/Nursery Rhymes</p>	<p><u>These will Supplement the MMC list</u></p> <p>Saint Saens- 'Carnival of the Animals' Prokofiev- 'Romeo and Juliet' Tchaikovsky- 'Sleeping Beauty' Debussy- 'La Mer' Traditional Sea Shanties</p>	<p><u>These will Supplement the MMC list</u></p> <p>War music: Tchaikovsky- '1812 Overture' Karl Jenkins- 'The Armed Man' Penderecki- 'Threnody for the Victims of Hiroshima' John Williams- 'Theme from Schindler's List' Ron Goodwin- '633 Squadron' Wartime songs- 'Run Rabbit, Run'</p> <p>Programme Music: Benjamin Till- 'Yorkshire Symphony' Smetana- 'Ma Vlast'- 'Vltava', Beethoven- 6th Symphony (Pastoral) Gustav Holst- 'The Planets'</p> <p>SAMBA examples online</p> <p>RAP - Sugar Hill Gang JAZZ - Ella Fitzgerald (Scat) https://www.youtube.com/watch?v=1GUmxnYheK0 Cab Calloway Minnie the Moocher https://www.youtube.com/watch?v=8mq4UT4VnbE</p>	

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Other Listening- to supplement the MMC list

Composers and Music:

Rimsky Korsakov: 'Scheherazade'

Aaron Copland: 'Fanfare for the Common Man' 'Hoe Down'

Shostakovich: 'Little Polka'-'Jazz Suite No.2'

Saint Saens: 'Carnival of the Animals'

Prokofiev: ' Peter and the Wolf'

' Troika'

Classic FM website

<https://www.classicfm.com/music>

<https://www.king.org/art-animals-fairy-tales-more-in-classical-music/22077434/>

has playlists of music around many themes including: Adventure, Dinosaurs and Dragons, Space, Monsters, Underwater

See BBC '10 Pieces' <https://www.bbc.co.uk/teach/ten-pieces>

John Adams: Short Ride in a Fast Machine

Beethoven: Symphony No. 5 (1st movement)

Britten: "Storm" Interlude from Peter Grimes

Grieg: In the Hall of the Mountain King (from Peer Gynt)

Handel: Zadok the Priest

Holst: Mars (from The Planets)

Mozart: Horn Concerto No. 4 (3rd movement)

Mussorgsky: A Night on the Bare Mountain

Stravinsky: The Firebird Suite (1911) (Finale)

Anna Meredith: Connect It

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