

Archbishop Runcie CE First School

Music Long Term Plan 2024 - 25



Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world.

In light of our ever changing community, we seek to develop [love and determination](#) and, in doing so, enable everyone associated with our school to experience life in all its fullness, as promised by Jesus.

Current Mission

Inspired by the parable of the lost sheep, our mission is to enable everyone within our school community to flourish through our unconditional [love and determination](#), as demonstrated by the good shepherd. We are reminded that every single member of our school community is equally valued and loved in the image of God.



Vision

In 1 Corinthians 16:13-14, Paul urged the church in Corinth to:

**Be courageous; be strong.
Do everything in love.**

This epistle helps us understand;

- that God's love sets self aside, over and over, endlessly, for the good of others.
- that our thoughts and deeds should spring from, and be done, in [love](#) and with strength and courage – referred to as [determination](#).

Values

Rooted in the epistle above, the Christian values of [love and determination](#) are at the core of teaching and culture within the school.

Intent	Implementation	Impact and Next Steps
<p>Curriculum: At ARFS, we have adopted Kapow Primary Music scheme. The intention of this scheme is, first and foremost, to make music, think musically and develop a life-long love of music.</p> <p>We focus on developing the skills, knowledge and understanding that our children need to become confident performers, composers and listeners. We introduce our children to music from around the world and across generations in order to support children to respect and appreciate the music of varying traditions and communities.</p> <p>Our children will develop the musical skills of singing, playing tuned and untuned instruments, composing music and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Children will be taught how to sing and play tuned and untuned instruments. Children will recognise and name the inter-related dimensions of music (pitch, duration, tempo, timbre, structure, texture and dynamics) and use these within their own improvisations and compositions.</p>	<p>Curriculum: In adopting Kapow Primary Music scheme, we have taken a holistic approach to music. The following strands are taught across a key stage to create engaging and enriching learning experiences.</p> <ul style="list-style-type: none"> • Performing • Listening • Composing • The history of music • The inter-related dimensions of music <p>Each unit combines these strands, designed to capture pupils' imaginations and encourage them to explore music enthusiastically. Our Musician of the term complements this.</p> <p>Previous skills and knowledge are revisited and built upon. Children progress in terms of tackling more complex tasks and doing simple tasks more fluently, as well as developing understanding and knowledge of the history of music, musical notations as well as the inter-related dimensions of music.</p> <p>In each lesson, children actively participate in musical activities drawn from a range of styles and traditions. Lessons incorporate a range of teaching strategies from independent tasks and paired and group work and all lessons have a 'hands on' approach.</p> <p>As per the Ofsted Research Review, we group Music teaching into 'three pillars'. These three pillars, although discrete areas, can all be explored as part of the same lesson and are a way to understand the pedagogy music. The areas are:</p> <ul style="list-style-type: none"> • Technical (Performing): This involves instrument playing, singing and, where appropriate, music technology • Constructive (Improvising & Composing): This is how music comes together in the creative process • Expressive (Listening & Evaluating): This focuses on the more nebulous, but still as crucial, aspects of musical interpretation, including quality, meaning and creativity 	<p>Curriculum: The impact of our music lessons is consistently monitored through both formative and summative assessment opportunities. At the end of each unit there is often a performance opportunity.</p> <p>Children will leave our school equipped with an age appropriate range of skills to enable them to succeed in their further education and to be able to enjoy and appreciate music throughout their lives.</p> <p>In adopting Kapow Primary Music scheme, we expect the impact will be:</p> <ul style="list-style-type: none"> • Become confident performers, composers and listeners and will be able to express themselves musically. • Show an appreciation for a wide range of musical styles from around the world and will understand how much music is influenced by the

<p>Co-curricular: We also intend for Music to be taught both explicitly, through lessons, but also covered in other areas of school life, particularly Collective Worship. Having a wide knowledge of traditional hymns and carols is an intention of our school curriculum. We appreciate Music can elevate our experiences, evoke feelings and that music is also a form of cultural capital. Through “Musician of the term” we expose children to a range of periods and genres.</p>	<p>This is closely linked to three types of knowledge which are embedded throughout:</p> <ul style="list-style-type: none"> • Procedural: This is producing music e.g. being competent in creating a drum groove. This covers a wide range of knowledge, from reading musical notation, understanding time signatures and “knowing how” to produce different sounds, play instruments etc. • Declarative: This is factual knowledge about different music and “knowing that”. This includes, being able to name instruments and their characteristics, naming symbols within music, understanding musical terminology such as pitch, tempo, rhythm etc. This also covers knowing different musical styles and their history, as well as knowing significant figures in music. • Tacit: This is gained through experience and “knowing intuitively”. This could be knowing that a piece of music brings a particular ‘feeling’ without explicit technical knowledge e.g. that a piece of music feels tense, happy, sad etc. <p>As per Ofsted research review recommendations, we teach Music weekly rather than ‘blocking’ it, as ‘little and often’ has more impact.</p> <p>Music (in Years 1 - 4) is generally delivered by the Music Subject Leader. Djembe drumming is led by Newcastle Music Service as part of the service level agreement. Formative assessment is carried during lessons and shared as part of conversations between the tutor and Music lead. Kapow also provides more formal summative assessments for each unit.</p> <p>The school, in conjunction with the Newcastle Music Service, works closely with its feeder school to match up our curriculum offer (see below).</p> <p>Co-curricular: School participates in wider musical life e.g. Gosforth Voices, encouraging choral singing through church links, our school choir, and through live performances such as our annual music concert and the Big Gig.</p> <p>In addition to the Kapow scheme, children will also be taught about a musician of the term, covering a range of musicians and history of music across their time at ARFS.</p>	<p>wider cultural, social and historical contexts in which it developed.</p> <ul style="list-style-type: none"> • Understand the ways in which music can be written down to support performance and composition activities. • To be able to demonstrate and articulate their own personal music preferences • Meet the end of key stage expectations <p>Pupil voice indicates that Music is a much-enjoyed subject and that children see it as a core part of their education, not a ‘bolt on’.</p> <p>Co-curricular: The impact of our co-curricular activities at ARFS means that children will leave our school with a wider knowledge of music, including key figures in music and a range of different genres. Children will also have opportunity for singing</p>
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<ul style="list-style-type: none"> Protected characteristics Significant historical musicians Contemporary <p>In constructing the curriculum, we have worked with the Newcastle Music Service, considered findings of the Ofsted Research Review (July 2021) The curriculum is progressive and has many 'repeating links'.</p> <p>Enrichment: We believe in providing our children with additional musical opportunities in order to develop musicianship skills and love for music.</p>	<p>We have also worked with GCMS to make sure our children are well equipped with musical knowledge before moving to Middle School and agreed to using the same terminology, for example, using 'Bug words' for notation. Through our Flashback 4, we focus on previous learning to embed prior learning, with particular focus on knowledge required by middle school.</p> <p>Although some Kapow units are stand alone, we also make links where we can to other subjects through music, for example, the Year 4 science unit on sound and vibration shares and understanding of pitch that children will be able to draw upon from their musical understanding to assist them.</p> <p>Enrichment: School participates in wider music life and our children are given opportunities to perform music, for example through Nativities, Collective Worship and our annual music concert. We also have a school choir who enjoy a range of musical opportunities. Our children also have the opportunity to join Gosforth Voices, run by the Newcastle Music Service, and instrumental lessons through this service are also on offer to our children. Through live performances and visits, we hope to show our children music in different contexts and encourage a lifelong love of music.</p>	<p>and musical performances though school and the within the community.</p> <p>Enrichment Through providing opportunities to perform and watch professional musicians, we hope to inspire our children and embed a love for music that they take with them throughout their education and into the wider world.</p>
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*Sp	Opportunity for spiritual development
*Mo	Opportunity for moral development
*So	Opportunity for social development
*Cu	Opportunity for cultural development

Musical strands				
Listening & evaluating	Creating sound	Notation	Improvising & composing	Performing
*L&E	*CS	*N	*I&C	*P
Listening to music is important to develop an appreciation for music but listening with a critical ear also allows pupils to recognise how music is constructed and how it	Learning technical proficiency with an instrument takes time, and the ability to create and control sound is fundamental to making music. This proficiency requires knowledge	In order to compose and perform longer pieces of music, pupils need to understand notation as a means of communicating musical ideas. They will learn that the position of	Improvisation in music involves creating music spontaneously, without prior planning or written notes. This helps pupils build confidence, express themselves	Performing provides pupils with a practical reason to hone and apply their musical skills. It promotes group practice and collaboration, as pupils work

impacts the listener. Listening and evaluating is therefore the precursor to Improvising and composing and Performing. By exposing pupils to a diverse range of music from various cultures and historical periods, this strand also fosters an understanding of the history of music.	of specific instruments, including how to hold and play them, as well as the development of fine (and sometimes gross) motor skills and postural awareness. When it comes to singing, controlling breathing and voice modulation to create dynamic contrasts is crucial.	notes on the staff indicates their pitch, and that the symbols used represent the duration of each note or rest. Our aim is for pupils to be able to 'work out' how to read a simple piece of music from a given starting note by applying the principles of staff notation, rather than reading music by sight or simply memorising musical pieces.	freely, and develop flexibility in their musical thinking. Composition tasks require students to plan and structure their musical ideas. This structured approach strengthens their ability to organise thoughts systematically and often use notation to record their ideas.	together to achieve an aim. This experience not only boosts pupils' confidence and self-esteem but also enhances their awareness of themselves and others within the group.
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EYFS

Nursery	Autumn Term		Spring Term		Summer Term	
Topic Title Cycle 1	Once upon a time...	Dark Nights, Bright Lights	Long ago, Dinosaur Roar!	All Creatures Great and Small	What a wonderful world!	We're off on a Journey
Texts cycle 1	Goldilocks Baby Bear's Birthday	Pinecone & Penguin Dear Santa	The Gingerbread Man Dinosaur Roar	Dear Zoo Driving my tractor	The Very Hungry Caterpillar Jasper's Beanstalk	The Train Ride Penguin on Holiday
Topic Title Cycle 2	Once upon a time...	Dark nights, bright lights	Helpful Heroes	Animals Near and Far	Journey to Space	All at Sea and Shore
Texts cycle 2	Goldilocks Baby Bear's Birthday	Pinecone & Penguin Dear Santa	Supertato A superhero like you	Rumble in the Jungle What Pet to Get?	Whatever Next Goodnight Spaceman	Commotion in the Ocean Pirate Pete
Continuous Provision	<p>Nursery Rhymes</p> <p>Songs relating to topics e.g. when goldilocks went to the house of the bears etc.</p> <p>Listening to different styles of music during snack (classical, jazz etc)</p> <p>Permanent stage (show time shed) and musical instrument area in the outdoor provision.</p> <p>Naming basic instruments.</p> <p>Music used for dough disco.</p>					
Continuous DM	<p>Communication and Language (3-4)</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. 					

	Expressive Arts and Design (3-4)					
	<ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 					
Specific Music Teaching	Nursery Rhymes Exploring music instruments. Identify and matching instrumental sounds	Nursery Rhymes Christmas Songs Christmas Nativity Body percussion Describing the sounds of Instruments Clapping out syllables.	Playing instruments slow and fast (tempo), quiet and loud (dynamics) Stopping on a signal.	Listening to a range of musical styles. Created sounds in vocal sounds games Easter Songs	Moving their body to different musical styles. Creating their own songs. Shows control when playing instruments.	Saying how a piece of music makes them feel. Put on a show in the stage area and singing entire songs from memory.
Specific Vocabulary	Tier 2: Play, stop, sing	Tier 2: Body, tap, stamp, click, clap Tier 3 :syllable	Tier 2: slow, fast, quiet, loud Tier 3: tempo	Tier 2: Music, style Tier 3: classical	Tier 2: Control, speed	Tier 2:Stage, sing Tier 3: perform
Instrument vocabulary	Tambourine, Cleaves, Maracas, Bells, Triangle, Drum, Guiro, Castanets, Guiro, xylophone					
Why this, why now?	Linked to phonological awareness/key text/topic Children beginning Nursery Explorative stage	Linked to phonological awareness/key text/topic Christmas productions	Linked to phonological awareness/key text/topic	Linked to phonological awareness/key text/topic	Linked to phonological awareness/key text/topic	Linked to phonological awareness/key text/topic

Reception	Weeks 1 - 6	Weeks 7 – 12	Weeks 14 - 19	Weeks 20 - 25	Weeks 27 - 32	Weeks 34 - 39
DM and ELG	<p>Communication and Language (Rec)</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. <p>EAD (Rec)</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. <p>ELG – (EAD)</p> <ul style="list-style-type: none"> • Sing a range of well-known Nursery rhymes and songs. <p>Perform songs, rhymes, poems and stories with others, and –when appropriate try to move in time with music.</p>					
Continuous Provision	<p>Outdoor stage area and music wall Dedicated story/song time each day. Piccolo music group sessions A range of instruments, including homemade instruments and instruments from other countries CDs and CD player Paper and pencils</p>					
Kapow Unit	Exploring sound	Celebration music	Music and movement (delivered via Piccolo – Newcastle Music Service)	Musical stories	Transport	Big band
	Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, and Christmas (including songs for our Nativity).	Children perform simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.	A unit based on traditional childrens' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent	Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.

				characters; playing an instrument as part of a group story.		
Lesson sequence	<p>1. Vocal sounds *L&E *CS Exploring using voices to make a variety of sounds, with relevant symbols.</p> <p>2. Body sounds *L&E *CS Exploring using body parts to make a variety of sounds.</p> <p>3. Instrumental sounds *L&E *CS Exploring using instruments to make a variety of sounds.</p> <p>4. Environmental sounds *L&E *CS Exploring sounds within the environment.</p> <p>5. Nature sounds *L&E *CS Listening to sounds in nature and recreating them.</p>	<p>1. Diwali music *L&E *CS Children learn about the festival of Diwali and respond to music through movement</p> <p>2. Hanukkah music *L&E *CS Children learn some of the dances and instruments from the festival of Hanukkah</p> <p>3. Kwanzaa music *L&E *CS Learning about the festival of Kwanzaa, children take part in a traditional African call and response song and find classroom objects to use as drums</p> <p>4. Traditional Christmas music *L&E *CS Children take part in a christmas group song involving singing, creating</p>	<p>1. Introduction to simple body percussion. Begin to lean simple songs and patterns. Children are introduced to tempo and dynamics. *L&E *CS</p> <p>2. Children are introduced to percussion instruments and have an opportunity to play. Introduce pitch and sing simple songs. *L&E *CS</p> <p>3. Children will continue to learn simple songs and use improvisation to choose actions for songs. *CS *I&C</p>	<p>1. Moving to music *L&E *CS Children listen to the lyrics and melody of the 'Teddy Bear's Picnic' and follow instructions to move to the music, changing their movements to reflect the tempo, pitch or dynamic of the piece</p> <p>2. Storytelling with actions *L&E *CS *P Children use actions to tell the story of 'The Sleeping Princess' before singing and performing a group song based on the story</p> <p>3. Using instruments to represent actions *L&E *CS Children are divided into small groups and allocated a section of the story 'We're Going on a Bear</p>	<p>1. Exploring different types of transport *L&E *CS *P Exploring the sounds of different types of vehicles.</p> <p>2. Trains *L&E *CS *N Exploring and mimicking the sounds of a train.</p> <p>3. Boats *L&E Exploring sounds heard on and around boats.</p> <p>4. Cars *L&E *CS Interpreting symbols to reflect a car's journey.</p> <p>5. Transport journey *L&E *CS *N Demonstrating simple rhythms on an instrument.</p>	<p>1. What makes an instrument? *L&E *CS Learning about different musical instruments, children then use recyclable materials to create and play their own instruments</p> <p>2. Introduction to orchestra *L&E Children learn about the four different groups of musical instruments, where they are positioned in the orchestra, their different sounds and the role of the conductor</p> <p>3. Follow the beat *L&E *CS Children follow a beat using an untuned instrument and play their instruments together to match the beat</p> <p>4. Tuned and untuned instruments *L&E *CS Experimenting with playing tuned and untuned instruments, children then play along and sing in time to familiar songs, changing the tempo (speed) or dynamic (volume) each time</p>

		<p>vocal sounds and playing instruments and sing and move to a Christmas song</p> <p>5. Christmas action songs *CS *P Children create and perform appropriate actions to represent Christmas song lyrics</p>	<p>4. Singing simple songs and call and response introduced. Begin to introduce the idea of a beat and simple notation through pictures. *CS *N</p> <p>5. Continue to sing simple song and to begin continue with notation through pictures. Children will be introduced to a 'rest' when the picture is taken away. *CS *N</p> <p>6. Children lead songs they have learned throughout the sessions and play percussion instruments for a little performance. *CS *P</p>	<p>Hunt' by Michael Rosen with corresponding instruments to play</p> <p>4. Musical story composition *L&E *CS Children write, compose, practise and perform their own musical story based on either their morning routine, the school day routine or anything else that is appropriate for your class</p> <p>5. Musical story performance *CS *P Children perform their musical story based upon a familiar routine, using movement to express moods or actions within the story</p>		<p>5. Big band performance CS *P Children select appropriate instruments to represent different parts of a song before performing a practised song to a small audience</p>
Specific vocabulary to teach	<p>Tier 2: Fast / slow, High / low</p> <p>Tier 3: Voice Body sound</p>	<p>Tier 3: Tradition Celebration / festival Call and response Body percussion Carol</p>	<p>Tier 2: Action Repeat Rest</p> <p>Tier 3: Lyrics Verse</p>	<p>Tier 2:</p> <p>Tier 3: Classical Loud / quiet Melody Percussion Compose</p>	<p>Tier 2:</p> <p>Tier 3: Tempo Score</p>	<p>Tier 2: Band</p> <p>Tier 3: Pitch Orchestra Conductor Rhythm</p>

	Instrument Rhythm Beat		Pulse Tempo (prev fast / slow) Pitch (prev high / low) Dynamics (loud/soft) Perform			Beat Strings/brass/percussion/wind (Names of musical instruments)
Why this, why now?	Children explore how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas. Links to Nativity.	Songs demonstrates pitch as the children sing high and low, and this can be built on to demonstrate tempo and also composition as they draw the melody line whilst hearing it being played. Children are experiencing the pulse by keeping to a steady beat, changing the tempo - slow stomp and fast run, changing the dynamics - tip toe and stomp and exploring timbre using different instruments.	Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters	Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.	Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.
Enrichment opportunities		Christmas Songs/production		Mothering Sunday	African Instruments	
Musician of the term (cultural capital)	Mozart classical		Andrew Lloyd Webber (current/musicals) Cats		Stevie Wonder (Dis) Pop contemporary	

Key Stage 1

Year 1	Weeks 1 - 6	Weeks 7 - 12	Weeks 14- 19	Weeks 20 - 25	Weeks 27 - 32	Weeks 33 - 38
Method of teaching and/or instrument	Kapow			Djembe drumming – Newcastle Music Service		
National Curriculum Coverage	Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.2 play tuned instruments musically Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music			Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music Mu1/1.2 play untuned instruments musically		
Kapow/ drumming Unit	Keeping the pulse (Theme: My favourite things) *Sp *So *Co	Dynamics (Theme: Seaside) *Sp *So *Co	Pitch (Theme: Superheroes) *Sp *So *Co	Djembe drumming (Newcastle Music Service)	Djembe drumming (Newcastle Music Service)	Djembe drumming (Newcastle Music Service)
	Children explore keeping the pulse together through music and movement, by exploring their favourite things.	Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	Learning how to identify high and low notes and to compose a simple tune to represent a superhero.	Introduction to Djembe	African Music and Rhythms	Creative Expression
Interrelated dimensions of music		Tempo Dynamics Timbre Pitch Texture Structure	Pitch Tempo	Tempo Dynamics Timbre Structure	Tempo Dynamics Timbre Structure	Tempo Dynamics Timbre Structure
Specific vocabulary to teach	Tier 2: speaking voice Tier 3: pulse	Tier 2: seaside Tier 3: dynamics	Tier 2: high low pattern	Tier 2: drum call and response Tier 3:	Tier 2: call and response Slap Improvise	Tier 2: call and response Slap Improvise Bass

	thinking voice singing voice	instrument soundscape symbol volume	Tier: 3: performance pitch tempo	Rhythm Bass Tone Slap Djole Dynamics	Tier 3: Bass Tone Djole Dynamics	Dynamics Tier 3: Tone Djole
Why this, why now?	Children explore keeping a steady pulse and engage in music beginning to move to the beat.	Build on previous learning, children will explore sound and dynamics within music.	Build on previous learning, children will begin to explore pitch and experiment creating a melody.	Introduction to Djembe drumming. Begin to learn basic drumming techniques and simple patterns.	Build on previous learning and with more of a focus on traditional African music and rhythms, adding in some vocal elements through call and response.	Build on previous learning and introduce the idea of improvising within Djembe drumming.
Lesson sequence	<p>Lesson 1: Finding the pulse *L&E *CS To demonstrate an understanding of pulse using parts of the body.</p> <p>Lesson 2: Singing a sound pattern *L&E *CS To keep a pulse and show a sound pattern using bodies and voices.</p> <p>Lesson 3: Using a thinking voice *L&E *CS To explore using a thinking voice to show the pulse.</p>	<p>Lesson 1: Vocal and body sounds *L&E *CS To understand how music can be used to represent an environment.</p> <p>Lesson 2: Embodying the seaside *L&E *CS To understand how music can represent changes in an environment.</p> <p>Lesson 3: Musical treasure hunt *CS To explore using instruments, body and voice to create a seaside soundscape.</p>	<p>Lesson 1: Recognising sounds *L&E *CS To identify high- and low-pitched sounds.</p> <p>Lesson 2: Pitch patterns *L&E *CS *I&C To explore pitch by creating two-pitch patterns.</p> <p>Lesson 3: Changing tempo *L&E *CS *I&C To demonstrate tempo changes.</p> <p>Lesson 4: Superhero theme</p>	<p>1: Introduction to the Djembe; explore the different sounds it can produce.</p> <p>2: Basic drumming techniques and hand positions.</p> <p>3: Practice a simple rhythm (e.g., 4/4 beat).</p> <p>4: Play rhythms together as a group, focusing on listening and synchronization.</p> <p>5: Explore dynamics (loud and soft) in drumming.</p>	<p>1: Learn about traditional African music and rhythms.</p> <p>2: Practice a traditional African rhythm.</p> <p>3: Add a vocal element to the drumming (e.g., call and response).</p> <p>4: Perform the learned rhythms and songs as a group.</p> <p>5: Explore different cultural dances to accompany the drumming.</p>	<p>1: Review previous rhythms and techniques.</p> <p>2: Introduce improvisation and encourage students to create their own rhythms.</p> <p>3: Practice using the Djembe to express different emotions (happy, sad, excited, etc.).</p> <p>4: Explore how to accompany other forms of music using the Djembe.</p>

	<p>Lesson 4: Reading sound patterns *L&E *CS *N To play short rhythms in time with the pulse.</p> <p>Lesson 5: Practice makes perfect *L&E *CS *N *P Demonstrate an understanding of pulse through performance.</p>	<p>Lesson 4: Seaside story *CS *I&C *P To identify how dynamics can reflect environments.</p> <p>Lesson 5: Seaside soundscape *CS *N *P To create and represent sounds using symbols.</p>	<p>tune *L&E *CS *I&C To create a superhero theme tune with a variety in tempo and pitch.</p> <p>Lesson 5: Final performance *CS *P To perform a piece of superhero music showing a change of pitch and tempo.</p>	<p>6: Combine drumming with vocal chants or simple songs.</p>	<p>6: End with a performance of the learned rhythms and songs.</p>	<p>5: Combine drumming with other art forms (e.g., storytelling, drawing).</p> <p>6: Showcase student-created rhythms and expressions in a group performance.</p>
<p>End point</p>	<p>To know that a steady pulse is important in a piece of music and stays the same throughout the music.</p> <p>To know how begin to keep a simple pulse and move to the beat and sing simple songs, chants and rhymes from memory.</p> <p>Make links between different pieces of music with varying tempo and recognising the differences.</p>	<p>To know that sections of music can be described as loud, quiet or silent.</p> <p>To know how to explore different sounds, instruments/body and voice to create soundscapes representing a scene. To use instruments imaginatively to create soundscapes which convey a sense of place.</p> <p>Make links between the speed of their movements to match the speed of the music (not the beat).</p>	<p>To know that... Sounds within music can be described as high or low sounds and the meaning of these terms.</p> <p>In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>To know how to identify high and low notes, and use this knowledge to compose a simple tune that represents a superhero.</p>	<p>To know that Djembe drumming is an traditional African drum.</p> <p>To know how to play simple rhythms using basic drumming techniques.</p> <p>Make links between previously learned musical elements and how they can be transferred to Djembe drumming, eg. Pulse and dynamics.</p>	<p>To know that Djembe drumming is an traditional African drum and uses traditional rhythm patterns.</p> <p>To know how to play a traditional African rhythm and add vocal elements to the drumming.</p> <p>Make links between different styles of African music.</p>	<p>To know that improvisation is making music up rather than following written music.</p> <p>To know how to create own rhythms and use improvisation skills.</p> <p>Make links between using the Djembe to accompany other forms of music and how we can use music to tell stories.</p>

		Children should be able to begin to articulate how a piece of music affects them.	Make links between pieces of music with different pitches, children will recognise the difference between high and low sounds.			
Careers/enrichment/ cross curric links etc	Harvest service	Nativity Tyne Theatre (careers- performers and orchestra/band)	Easter service			Whole school music concert
Musician of the term (cultural capital)	Vivaldi- Baroque 4 seasons		Stomp (group)		Dolly Parton (woman) Country	

Year 2	Weeks 1 - 6	Weeks 7 - 12	Weeks 14- 19	Weeks 20 - 25	Weeks 27 - 32	Weeks 33 - 38
Method of teaching and/or instrument	Kapow			Djembe drumming – Newcastle Music Service		
National Curriculum Coverage	Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.2 play tuned instruments musically Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music			Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music Mu1/1.2 play untuned instruments musically		
Kapow Unit	Instruments (Theme: Musical storytelling) *Sp *So *Co	Structure (Theme: Myths and legends) *Sp *So *Co	Pitch (Theme: Musical Me) *Sp *So *Co	Djembe drumming (Newcastle Music Service)	Djembe drumming (Newcastle Music Service)	Djembe drumming (Newcastle Music Service)
	Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.	Developing an understanding of structure by exploring and ordering rhythms.	Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.	Advanced Rhythms and Techniques	Djembe and World Music	Composition and Performance
Interrelated dimensions of music	Timbre Dynamics Tempo	Dynamics Structure Timbre Tempo Texture	Dynamics Timbre	Tempo Dynamics Timbre Structure	Tempo Dynamics Timbre Structure	Tempo Dynamics Timbre Structure
Specific vocabulary to teach	Tier 2: Tier 3: dynamics encore instrumental sound sound effect	Tier 2: thinking voice Tier 3: one-beat notes composition paired half-beat	Tier 2: dot high low Tier 3: musical sentence	Tier 2: call and response Slap Improvise Bass Dynamics	Tier 2: call and response Slap Improvise Bass Dynamics Tone	Tier 2: call and response Slap Improvise Bass Dynamics Tone

	tempo	notes legend myth notation pulse rest rhythm structure tempo	notation phrase pitch pitch pattern stave	Tier 3: Tone Djole	Tier 3: Djole	Djole Tier 3: Composition
Why this, why now?	Build on previous learning of the musical elements. Children are introduced to longer pieces of music and introduced to a range of instruments.	Build on previous learning. Children will develop their analysing and performance skills.	Build on previous learning. Children revisit pitch taught in Year 1, children explore how different notes and instruments correspond to different parts in the music.	Recall skills learned in Year 1 and build on these. Introduce new rhythms and musical terminology.	Build on previous learning from Year 1 of understanding of different African rhythms and different musical styles.	Build on previous learning and introduce children to the idea of composition for Djembe drumming. Think about simple notation in order to compose as a group and perform.
Lesson sequence	<p>Lesson 1: Listening for dynamics and tempo *L&E To explore listening and analysing a piece of music in relation to a story.</p> <p>Lesson 2: Sound effects and dynamics *L&E To explore how music and sound effects can tell a story.</p> <p>Lesson 3: Creating a soundscape *CS *I&C</p>	<p>Lesson 1: Reading and clapping rhythms *L&E *N To read and clap a rhythm based on a phrase from a story.</p> <p>Lesson 2: Clapping and writing rhythms *CS *N To hear, write and clap rhythms based on a phrase from a story.</p> <p>Lesson 3:</p>	<p>Lesson 1: Exploring pitch patterns *L&E *CS *N To understand and practice reading different symbols to show pitch.</p> <p>Lesson 2: Singing pitch patterns *L&E *CS *N To sing and draw pitch patterns.</p> <p>Lesson 3: Introducing</p>	<p>1: Review previous rhythms and techniques.</p> <p>2: Introduce new rhythms with syncopation and off-beat accents.</p> <p>3: Practice advanced techniques such as flams and drags.</p> <p>4: Work on rhythm patterns and changes within a piece.</p>	<p>1: Learn about other musical cultures that use the Djembe.</p> <p>2: Practice rhythms from different regions (e.g., Caribbean, Latin America).</p> <p>3: Combine drumming with other instruments from different cultures.</p> <p>4: Work on group improvisation across</p>	<p>1: Review techniques and rhythms learned so far.</p> <p>2: Introduce the concept of musical composition with the Djembe.</p> <p>3: Practice composing and notating simple rhythms.</p> <p>4: Collaborate in small groups to create original pieces.</p>

	<p>To select appropriate sounds to match events, characters and feelings in a story.</p> <p>Lesson 4: Using sound to represent events *L&E*I&C To suggest appropriate sounds to represent parts of a story.</p> <p>Lesson 5: Musical story performance *P To perform a composition showing changes in tempo and dynamics.</p>	<p>Structure *L&E *CS *N To use a rhythm in different ways to demonstrate structure.</p> <p>Lesson 4: Compose with structure *CS *N *I&C To create a structure using rhythmic patterns.</p> <p>Lesson 5: Rehearse and perform *P To perform a group composition.</p>	<p>notation *CS *N To read and understand the notation for the song 'Once a Man Fell in a Well.'</p> <p>Lesson 4: Instrumental pitch practice *CS *N To use a tuned percussion instrument to play a song.</p> <p>Lesson 5: Writing musical notation *N *I&C To complete the notation for a short song using a three-line stave.</p>	<p>5: Group exercises to practice synchronization and coordination.</p> <p>6: Perform complex rhythms as a group.</p>	<p>different musical styles.</p> <p>5: Create a world music ensemble with other instruments and vocal elements.</p> <p>6: Perform a fusion piece incorporating different cultural music.</p>	<p>5: Rehearse the compositions and provide constructive feedback.</p> <p>6: Perform the student-composed pieces in a group showcase.</p>
<p>End point</p>	<p>To know that sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. Sounds within music can be described as high or low sounds and the meaning of these terms.</p>	<p>To know that Pictorial representations of rhythm show sounds and rests.</p> <p>To know how to perform short sound patterns in a simple structure using instruments and voices.</p>	<p>To know that notation is read from left to right. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Sounds within music can be described as high or</p>	<p>To know that what syncopation means and off beat accents.</p> <p>To know how to play new techniques and more complex rhythms using drumming techniques. Children will be able to change patterns and rhythms within a piece of music.</p>	<p>To know that about other musical cultures that use the Djembe.</p> <p>To know how to play a traditional rhythms from different cultures, eg. Caribbean and Latin America</p> <p>Make links between similarities and</p>	<p>To know that composition is writing motifs and rhythms.</p> <p>To know how to create simple composition with the Djembe and practice simple notation</p> <p>Make links between the similarities and differences between</p>

	<p>To know how to recognise and name up to three instruments. Children should begin to think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk</p> <p>Make links between pieces of music or excerpts from longer pieces of music and begin to explain how or why music has a certain effect on them.</p>	<p>Make links between structure through listening, analysing, and performing to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth.</p>	<p>low sounds and the meaning of these terms.</p> <p>To know how to sing and play the song 'Once a Man Fell in a Well.'. Children will begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation</p> <p>Make links between connecting the melody to specific pitches. Explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately.</p>	<p>Make links between previously learned musical elements and how they can be transferred to Djembe drumming, eg. Pulse and dynamics.</p>	<p>differences between different cultures using the Djembe drums.</p>	<p>composition and improvisation.</p>
Careers/enrichment/ cross curric links etc	<p>Links to English (traditional tales) Harvest service</p>	<p>Nativity Tyne Theatre (careers- performers and orchestra/band)</p>	<p>Easter service</p>			<p>Whole school music concert</p>
Musician of the term (cultural capital)	<p>Malaria Jackson – Gospel (black/woman)</p>		<p>Tchaikovsky - Romantic</p>		<p>John Williams (contemp/film)</p>	

Key Stage 2

Year 3	Weeks 1 - 6	Weeks 7 - 12	Weeks 14- 19	Weeks 20 - 25	Weeks 27 - 32	Weeks 33 - 38
Method of teaching and/or instrument	Djembe – Newcastle Music Service			Kapow		
National Curriculum Coverage	Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations			Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mu2/1.6 develop an understanding of the history of music.		
Kapow unit	Djembe drumming (Newcastle Music Service)	Djembe drumming (Newcastle Music Service)	Djembe drumming (Newcastle Music Service)	Creating compositions in response to an animation (Theme: Mountains) *Sp *So *Co	Jazz *Sp *So *Co	Traditional instruments and improvisation (Theme: India) *Sp *So *Co
	Introduction to Djembe Drumming	African Music and Cultural Context	Creative Expression and Performance	Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they	Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.	Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.

				change. Creating original compositions to match an animation, building up layers of texture.		
Interrelated dimensions of music	Tempo Dynamics Timbre Structure	Tempo Dynamics Timbre Structure	Tempo Dynamics Timbre Structure	Dynamics Timbre Pitch	Tempo Dynamics Pitch	Tempo Dynamics
Specific vocabulary to teach	Tier 2: Improvise Bass Dynamics Tone Djole Tier 3: Composition	Tier 2: Improvise Bass Dynamics Tone Djole Composition Tier 3: polyrhythms interlocking patterns	Tier 2: Improvise Bass Dynamics Tone Djole Composition Tier 3: polyrhythms interlocking patterns	Tier 2: Pattern Repeated rhythm Tier 3: Compose Ensemble Notation	Tier 2: Rhythm Tier 3: Syncopation Scat singing Swung quaver Straight quaver Call and response Rag time Motif Jazz	Tier 2: Tier 3: Bollywood Notation Drone Rag Sitar Tabla Tempura Tala
Why this, why now?	Recap from KS1 learning and introduction to new simple patterns. Begin to practice playing individually as well as part of a group.	Build on previous learning. Focus on traditional African songs and rhymes, incorporating the voice through chants and call and response.	Review previous rhythms and techniques. Introduce different musical elements such as tempo and dynamics. Working in groups to create some composition.	Build on previous learning, children will develop their understanding of dynamics, pitch and tempo.	Introducing a new genre of music, children learn about ragtime music styles and will be able to recognise elements of the interrelated dimensions of music.	Introducing a new genre of music, children learn about traditional indian music and identify instruments. Children will use their improvising and performance skills.
Lesson sequence	Week 1: Introduction to the Djembe drum, its origin, and cultural significance.	Week 1: Study the cultural context of Djembe drumming in Africa.	Week 1: Review previous rhythms and techniques.	1. Telling stories through music *L&E	1. Ragtime* L&E *CS To sing and clap a syncopated rhythm	1. Introducing traditional Indian music and

	Week 2: Basic techniques: hand positions, tone production, and dynamics.	Week 2: Learn traditional African rhythms and songs.	Encourage students to improvise and create their own rhythms.	To tell a story from a piece of music through movement. 2. Creating a soundscape *I&C *CS *N To create a soundscape using percussion instruments.	for a ragtime-style song. 2. Traditional jazz *L&E *CS *I&C To improvise a call and response.	instruments *L&E To form an opinion of Indian music.
	Week 3: Learn simple rhythmic patterns (e.g., bass, tone, slap).	Week 3: Practice polyrhythms and interlocking patterns.	Experiment with different dynamics and tempo variations.	3. Story sound effects *L&E*CS *I&C To create a range of sounds to accompany a story.	3. Scat singing *L&E *CS To be able to scat sing using the call and response format.	2. Indian music: Playing a rag *CS *L&E *I&C *N To be able to improvise using given notes.
	Week 4: Practice playing rhythmic patterns individually and in groups.	Week 4: Explore African dance forms and their relationship to drumming.	Collaborative composition: students work in groups to create rhythmic compositions.	4. Adding rhythm *L&E *CS *I&C To compose and perform a rhythm to accompany a story.	4. Jazz motifs *L&E *N *I&C To create a jazz motif.	3. Indian music: Adding a drone *CS *I&C *N To be able to improvise using given notes.
	Week 5: Explore call and response techniques in Djembe drumming.	Week 5: Incorporate vocal elements (chants, songs) with Djembe drumming.	Rehearse compositions and provide constructive feedback.	5. Musical mountain *I&C *CS *N *P To compose and notate a short melody to accompany a story.	5. Swung rhythms *L&E *CS To adapt a familiar tune using jazz rhythms.	4. Indian music: Introducing the tal *CS *I&C To create a piece of music using a drone, rag and tal.
	Week 6: Perform basic rhythms in a group setting.	Week 6: Perform traditional African rhythms and dances.	Perform student-created compositions in a class showcase.			5. Indian music: Performing Anile vaa *N *P To perform a piece of music using musical notation.

<p>End point</p>	<p>To know that the origin and cultural significance of the Djembe drum</p> <p>To know how to play basic hand positions and add elements of music such as dynamics using traditional techniques.</p> <p>Make links between previously learned musical elements and how they can be transferred to Djembe drumming, eg. Pulse and dynamics.</p>	<p>To know that about the cultural context of Djembe drumming in Africa.</p> <p>To know how to play traditional African rhythms and songs and practice polyrhythms and interlocking patterns.</p> <p>Make links between similarities and differences between traditional African rhythms and dances compared to western music.</p>	<p>To know that dynamics and tempo variations and change the way music is interpreted.</p> <p>To know how to create simple improvisations and compositions using traditional African rhythms.</p> <p>Make links between the similarities and differences between composition and improvisation.</p>	<p>To know that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble.</p> <p>To know how to combine melodies and rhythms and describe the timbre, dynamic, and textural details of a piece of music, both verbally and through movement.</p> <p>Make links between dynamics, pitch and tempo and how they change throughout a piece of music and the effect it has on the listener.</p>	<p>To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'syncopation' means a rhythm that is played off the natural beat and that Ragtime is piano music that uses syncopation and a fast tempo. To know that 'scat singing' is using made-up words to create the sound of an instrument playing.</p> <p>To know how to create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p> <p>Make links between ragtime style music, traditional jazz music and scat singing.</p>	<p>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</p> <p>To know definitions for 'tala' 'tabla' 'rag' 'drone' and a traditional Indian music is often played on a stringed instrument called a 'sitar'.</p> <p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p> <p>To know how create music in a given style using voices and instruments through composition and improvisations.</p> <p>Make links between a range of examples of Indian music, identifying traditional instruments</p>
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Careers/enrichment/ cross curric links etc	Harvest festival	Nativity Tyne Theatre (careers- performers and orchestra/band)	Easter service	Magic Flute – Opera North (careers- professional performers and orchestra)		Whole school music concert
Musician of the term (cultural capital)	Beethoven – classical/romantic		Ed Sheeran (uses pedal)		Ella Fitzgerald (black/woman) jazz	

Year 4	Weeks 1 - 6	Weeks 7 - 12	Weeks 14- 19	Weeks 20 - 25	Weeks 27 - 32	Weeks 33 - 38
Method of teaching and/or instrument	Djembe Newcastle Music Service			Kapow		
National Curriculum Coverage	<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p>			<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>		
Kapow/Drumming Unit	Djembe drumming:	Djembe drumming:	Djembe drumming:	Body and tuned percussion (Theme: Rainforests) *Sp *So *Co	Rock and Roll *Sp *So *Co	Adapting and transposing motifs (Theme: Romans) *Sp *So *Co
	Advanced Techniques and Rhythms	World Music Exploration	Performance and Composition	Explore music and be introduced to new musical terms. Use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.	Drawing upon their understanding of repeating patterns in music, pupils are revisit the concept of motifs.
Interrelated dimensions of music	Tempo Dynamics Timbre Structure	Tempo Dynamics Timbre Structure	Tempo Dynamics Timbre Structure	Tempo Pitch Texture Structure	Tempo Dynamics	Pitch Tempo

<p>Specific vocabulary to teach</p>	<p>Tier 2: Improvise Bass Dynamics Tone Djole Composition</p> <p>Tier 3: syncopated rhythms Rolls Flams Accent</p>	<p>Tier 2: syncopated rhythms Rolls Flams Accent</p> <p>Tier 3:</p>	<p>Tier 2: syncopated rhythms Rolls Flams Accent</p> <p>Tier 3:</p>	<p>Tier 2: Contrast Inspiration</p> <p>Tier 3: Loop</p>	<p>Tier 2: Style</p> <p>Tier 3: Rock & Roll Hand jive 1950s Notation Walking bass line</p>	<p>Tier 2:</p> <p>Tier 3: Key-signature / key Ostinato Sharps / flats</p> <p>Rhythmic notation: Dotted minin Minim Crochet Quavers Semibreve</p>
<p>Why this, why now?</p>	<p>Recap from Previous years learning. Introduce new techniques, syncopation and time signatures. Begin to think about Djembe in contemporary music styles.</p>	<p>Build on previous learning and begin to think about percussion instruments around the world. Begin to think about similarities and differences.</p>	<p>Build on previous learning and focus on refining performance skills. Bring together everything learned in previous units.</p>	<p>Build on previous learning, using body percussion and tuned percussion. Children will be introduced to new musical terms.</p>	<p>Introducing a new genre of music, children learn about rock and roll, looking at walking base lines and building on performance skills.</p>	<p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.</p>
<p>Lesson Sequence</p>	<p>Review basic techniques and hand positions.</p> <p>Introduce advanced techniques such as rolls, flams, and accents.</p> <p>Explore syncopated rhythms and odd time signatures.</p>	<p>Study percussion instruments from various cultures around the world.</p> <p>Learn rhythmic patterns from different musical traditions (e.g., Latin America, Asia).</p> <p>Explore cross-cultural fusion: combining Djembe drumming</p>	<p>Review previous techniques and repertoire.</p> <p>Focus on refining performance skills: dynamics, timing, and expression.</p> <p>Composition workshop: students compose original pieces for</p>	<p>Lesson 1: Pitter patter raindrops *L&E *CS To identify structure and texture in music.</p> <p>Lesson 2: Rainforest body percussion *L&E *CS *I&C</p>	<p>Lesson 1: Hand jive *L&E To understand the history of rock and roll music.</p> <p>Lesson 2: Rock Around the Clock *L&E *CS *P To be able to perform with a sense of style.</p>	<p>Lesson 1: Here come the Romans *L&E *CS To sing in tune and in time.</p> <p>Lesson 2: Musical motifs *L&E *CS To understand what a musical motif is.</p>

		with other world music elements.	Djembe ensemble.	To use body percussion.		
	Practice improvisation within structured rhythmic frameworks.	Analyze the similarities and differences between Djembe drumming and other percussion traditions.	Rehearse compositions and provide peer feedback.	Lesson 3: The rhythm of the forest floor *L&E *CS *I&C To create musical rhythms using body percussion.	Lesson 3: Walking bass line *L&E *CS *N To play a walking bass line on tuned percussion.	Lesson 3: Motifs and mosaics *I&C To compose and notate a motif.
	Study the role of Djembe drumming in contemporary music styles.	Collaborative composition: students create fusion pieces blending Djembe with other world music styles.	Prepare for a final performance: select and polish compositions for presentation.	Lesson 4: The loopy rainforest *L&E *CS *I&C To create simple tunes.	Lesson 4: Performing the bass *CS *N To be able to play a rock and roll bass line.	Lesson 4: Motif development *I&C *L&E To develop and transpose a musical motif.
	Perform advanced rhythmic patterns individually and in groups.	Perform fusion compositions and discuss cultural influences.	Showcase student compositions in a school concert or assembly.	Lesson 5: Sounds of the rainforest *L&E *CS *I&C To build and improve a composition.	Lesson 5: Rock and roll performance *P To be able to play a rock and roll piece of music.	Lesson 5: Combine and perform *I&C *P To combine and perform different versions of a musical motif.
End point	To know that 'syncopation' means a rhythm that is played off the natural beat. To know how to play basic techniques and hand positions and add elements of music such as dynamics using traditional techniques.	To know that djembe drumming is used in world music elements through cross culture fusion. To know how to play traditional African rhythms and songs and create fusion music blending Djembe with other music styles.	To know that dynamics and tempo variations and change the way music is interpreted and the affect it can have on the listener. To know how to work together and create original music for a Djembe ensemble Make links between	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections and that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.	To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch of music, and a walking bassline	To know that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or

	<p>Make links between traditional Djembe music and contemporary music styles that use Djembe drums.</p>	<p>Make links between similarities and differences between Djembe drumming and other percussion traditions.</p>	<p>children's compositions and traditional music</p>	<p>To know that a 'loop' in music is a repeated melody or rhythm and by changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p>To know how to recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Children will know how to use a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.</p> <p>Make links between the interrelated dimensions of music within pieces of music.</p>	<p>(where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that playing in time means all performers playing together at the same speed and that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know how identifying common features of rock and roll. Singing longer songs in a musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Children will play a walking bass line and perform a rock and roll piece of music.</p> <p>Make links between stylistic features of different genres, styles and traditions of</p>	<p>lower pitched and a motif can be adapted by changing the notes, the rhythm or the order of notes.</p> <p>To know how to compose and notate a simple motif as well as developing and transposing a motif. Children will know how to sing in time and in tune to perform different versions of their motif.</p> <p>Make links between popular motifs we are familiar with hearing and identify common features between these.</p>
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					music using musical vocabulary.	
Careers/enrichment/ cross curric links etc	Harvest festival	Nativity Tyne Theatre (careers- performers and orchestra/band)	Easter service	Links to Geography Magic Flute – Opera North (careers- professional performers and orchestra)	Links to science unit – (sound and vibrations_	Links to history Whole school music concert
Musician of the term (cultural capital)	Handle – Baroque The Messiah		Sam Fender (local , contemp)		Elton John (LGBT) Pop	

Transition to UKS2 (GCMS)

In conjunction with the other feeder first schools, we have agreed by the end of Year 4, children will have the following knowledge:

- name different instruments
- understand the musical elements
- know “bug words” for simple music notation (fly, spider, caterpillar, butterfly)
- notes of treble clef (CFG)

The first unit in Year 5 is based around notation.

As part of transition, Year 4 children will be visited by the head of music from GCMS. Each first school cohort will learn the same song then perform this on transition day.

Year 4 children will be invited to watch the summer concert in order to try and encourage uptake of extra-curricular music in Year 5.



2023 Music Curriculum Sequence			Skills						Elements									Knowledge			
Year	Term	Unit	Ensemble	Singing	Instrumental Skills	Technology	Notation	Creating, composing + improvising	Harmony	Pulse	Tempo	Texture	Melody	Rhythm	Mood	Structure	Instrumentation and Timbre	Context	Independence	Links with prior learning	Links with wider curriculum
5	1	Rhythm and Pulse	Performing a song/ body percussion piece in time with rest of class. Starting in time.	good singing technique, warm ups, simple chants, rounds	body percussion	Teaching Gadget for Rhythm recognition games	Crotchet, 2 quavers, 2 semi-quavers and a quaver, Crotchet rest, Reading and Writing	Writing 8 beat Rhythms using Basic Notation.	Singing rounds (eg Make New Friends, Nanuma) identify how the harmony builds up.	Clapping the pulse, rhythm games, body percussion	Counting in, Finding in the beat (Kaboom), reacting to changes in tempo	Singing rounds	Following the shape of a melody in a song. Identifying High and Low pitch.	Kaboom Classical Playalong Body Percussion, read and write simple rhythms using basic notation.	Piece of the week' What pictures does the music paint in your mind?	Phrase structure (body percussion - Kaboom Classical Playalong)	Piece of the week' identify instruments.	Piece of the Week' background info: composer, date, country etc	Working as a whole class mainly, 'give one get one' for individual rhythm performance		Maths: interpreting and using symbols, counting beats, recognising patterns
			Responding to basic direction eg starts, stops, quieter, louder. Performing in 2 or 3 groups with independent parts (rounds)	Singing and Rhythm games, soft fah	Performing simple melodies, bells, boomwhackers, glockenspiels		Using rhythm notation and note names or colour coding	Creating melodies using C - G	Using soft fah to extend pitch accuracy	Accompaniments : drone, ostinato		pentatonic scale, the major scale	Two part phrases, question and answer								
	3	Rhythm and Pitch reading - let's play melodies!	Preparing a performance	Preparing a performance			Using 'Sing Up' notation as a guide for learning melody	making decisions on how to perform/ interpret a song	singing harmony lines where possible	Demonstrate good timing in an ensemble song		Backing track	phrasing a melody effectively	Clap the melody,	How to convey mood in a vocal performance	Verse, Chorus, Bridge		Interpreting lyrics. Background info on artists and song writers.			PSHE wellbeing
			Conducting basics	continue to develop song repertoire		DSO kids research task	Introducing basic pitch notation.		conducting basics	identifying different parts in a piece			The 'families' of instruments and shared characteristics	How the orchestra has developed over time. How orchestral music is used in film and TV			Link with 'Piece of the Week' Listening throughout year.				
			Ravel Empress of the Pagodas project	performing 'live' to a looping composition on an app.		creating a 'live' instrumental part to accompany their tech piece.	Recording own composition work.	graphic notation	Composing to a brief	pupils experiment with building layers of notes	finding the right tempo for their music.	2 or 3 melody parts on a rhythmic base	mixing pentatonic melodies	on beats and off beats in rhythm composition	Looping	Deciding on which instrument options work best in their own compositions.	increasing repertoire of music listened to in lessons	individual work.	Link with 'Dragon Scales'		

2023 Music Curriculum Sequence			Skills						Elements									Knowledge			
Year	Term	Unit	Ensemble	Singing	Instrumental Skills	Technology	Notation	Creating, composing, improvising	Harmony	Pulse	Tempo	Texture	Melody	Rhythm	Mood	Structure	Instrumentation and Timbre	Context	Independence	Links with prior learning	Links with wider curriculum
6	1	Ukulele Skills 1	Playing a chord pattern in time in a performance		How to form chords on ukulele	using Resources to practice independently	Lyrics sheet with Chord Chart		How different types of chords sound. How different groups of chords go together (ie key of C, G etc)		Tempo ladder for practice					Basic Song structures: 12 bar Blues, Loop patterns, Verse/ Chorus patterns		Background information about popular artists and song writers: How song forms have developed - eg compare 12 bar blues in 'Hound Dog' and 'Black and White'	Practising independently at home.	Link with 'Piece of the Week' or singing repertoire - Use some examples of pieces to be covered in year 6 throughout year 5.	Geography: Migration; movement of people from Portugal to Hawaii in 19th Century. Why do people migrate? History: decades of the 20th Century
	2	Ukulele Skills 2	Unison melodies	accompanying self on ukulele	melodic playing on ukulele	Recording own composition work. Vocaroo app	tablature	Creating an original looped chord pattern	Creating chord patterns	performing independently with a strong sense of pulse.								Looping chord patterns eg Ed Sheren	small groups start to develop more sophisticated decision making.	Developing Chord fluency	
	3	Music Tech project creating and recording own compositions																		Link with year 5 singing	PSHE wellbeing
			Playing along 'live' to own backing track			Creating a backing track to go with chord compositions			Basslines and chords								Virtual instruments.			using chord compositions as basis for tech project.	
		Big Class Jam	Embedding ensemble skills further					Making creative decisions as a group										BBC 10 pieces 'Connect it'		Bringing together ensemble skills from year 5 and 6.	