

Ackworth Howard C of E School

Educating for 'life in all its fullness.'



Music Curriculum – Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that music should develop: the mind (creativity, engagement, inspiration, achievement); body (risk taking, passion, self-confidence, talents, appreciation); and spirit (shared society, spiritual encounter, global citizenship) of each child.



Mind

We aim to develop a love of music and singing through a wide range of genres, to inspire exploration and composition in order to enable an eventual skill of critical engagement.



Body

We aim to develop strong listening skills and build self confidence. Learners collaborate and rehearse for many specific performance opportunities to provide them a sense of achievement. Music is at the heart of our school and is a key influence in the positive culture and wellbeing of the school community. Music education engages and inspires learners to develop a love of music and their talent as a musician.



Spirit

Music is a universal language that embodies one of the highest forms of creativity and therefore the approaches offered by our school impact on wider society enabling people to flourish as part of a strong Christian ethos. Learning experiences provide opportunities for spiritual encounter across the curriculum.

Essentials for Music...

- All children have an opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- All children will experience and listen to a live performance of music in each Key Stage.
- All children are provided with access to extra-curricular musical participation opportunities such as choir, after school activity clubs and singing in the local community.
- All children learn to sing and to use their voices, to create and compose music on their own and with others.
- All children have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical experience.
- All children understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- All children know how to use equipment in a safe way and manage risk.
- All pupils are supported to improve their wellbeing through the universal language of music.

Early Years Music

Area of Learning	Ackworth Howard's Knowledge Essentials	Activities
<p>Expressive Arts and Design Early years outcomes are prerequisite skills for Music within the national curriculum. The table outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Music.</p>	<p>30-50 Months Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> • To sing a few familiar songs. • To imitate movement in response to music. • To tap out simple repeated rhythms. • To explore and learn how sounds can be changed. <p>Being Imaginative</p> <ul style="list-style-type: none"> • To develop a preference for forms of expression. • To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • To sing to self and make up simple songs. • To make up rhythms. • To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>40-60 Months Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> • To begin to build a repertoire of songs and dances. • To explore the different sounds of instruments. <p>Being Imaginative</p> <ul style="list-style-type: none"> • To create simple representations of events, people and objects. 	<p>PERFORM - <i>Singing and Playing</i></p> <p>Using their voices:</p> <ul style="list-style-type: none"> ▪ Speak and chant short phrases together ▪ Finding their singing voice and begin to develop an awareness of pitch over a small range of notes. ▪ Make changes in their voices to express different moods and feelings. ▪ Co-ordinate actions to go with a song. ▪ Sing short phrases or responses on their own. ▪ Sing a variety of songs both accompanied and unaccompanied. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> ▪ Play instruments by shaking, scarping, rattling and tapping. ▪ Start and stop together. ▪ Begin to develop a sense of beat, using instruments and body sounds. ▪ Respond to teachers hand signals. ▪ Play loudly, quietly , fast and slow. ▪ Play along to music showing a developing awareness of the beat. ▪ Play with a sense of purpose and enjoyment.

Early Years Music

Area of Learning	Ackworth Howard's Knowledge Essentials	Activities
<p>Expressive Arts and Design Early years outcomes are prerequisite skills for Music within the national curriculum. The table outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Music.</p>	<p>Early Learning Goal Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Being Imaginative</p> <ul style="list-style-type: none"> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p>Technology</p> <ul style="list-style-type: none"> To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 	<p>Exploring:</p> <ul style="list-style-type: none"> ▪ Different sounds made by the voice, hands, found objects and conventional Instruments (timbre) ▪ High and low sounds (pitch) ▪ Long and short sounds (duration) ▪ Loud and quiet sounds (dynamics) ▪ Fast and slow sounds (tempo) <p>Composing:</p> <ul style="list-style-type: none"> ▪ Begin to create and manipulate different effects on a sound or instrument. ▪ Add chosen sound effects at an appropriate moment in a story or song. ▪ Sort and name different sounds. ▪ Create a sequence of sounds in response to a given stimuli. <p>Listen, Reflect and Appraise</p> <p>Listening:</p> <ul style="list-style-type: none"> ▪ Listen to sounds and respond by talking about them or physically with movement and dance. ▪ Recognise the sounds of the percussion instruments used in the classroom and identify and name them. ▪ Respond appropriately to a range of songs, e.g. Tidy up songs, circle time songs, line up songs. <p>Appraising:</p> <ul style="list-style-type: none"> ▪ Begin to identify and describe key features or extreme contrasts within a piece of music. ▪ Begin to use musical terms (louder/quieter, faster/slower, higher/lower)

Early Years Music Vocabulary

Essential Vocabulary

Essential Vocabulary			
<p><u>PERFORM</u> <u>Singing and playing</u></p> <ul style="list-style-type: none"> ▪ Sing ▪ Chant ▪ Tune ▪ Instruments <ul style="list-style-type: none"> ▪ Shaking ▪ Scraping ▪ Tapping ▪ Rattling <ul style="list-style-type: none"> ▪ Beat ▪ Pulse ▪ Rhythm ▪ Signals <ul style="list-style-type: none"> ▪ Loud ▪ Quiet <ul style="list-style-type: none"> ▪ Fast ▪ Slow ▪ High ▪ Low 	<p><u>EXPLORE & COMPOSE</u> <u>playing and exploring</u></p> <ul style="list-style-type: none"> ▪ Sounds <ul style="list-style-type: none"> ▪ Voice ▪ Body <ul style="list-style-type: none"> ▪ High ▪ Low ▪ Long ▪ Short <ul style="list-style-type: none"> ▪ Fast ▪ Slow ▪ Loud ▪ Quiet ▪ Mood ▪ Sound effects 	<p><u>LISTEN, REFLECT & APPRAISE</u></p> <ul style="list-style-type: none"> ▪ Listen ▪ Respond ▪ Feelings <ul style="list-style-type: none"> ▪ Mood ▪ Composer 	<p>Intended Learning Outcomes</p> <ul style="list-style-type: none"> • Create sounds and develop awareness of the sounds of different musical instruments. • Explore the different sounds of instruments. • Join in with known/favourite songs and rhymes. • Sing simple and familiar songs and rhymes. • Make up songs and rhymes. • Tap out simple repeated rhythms and create some of their own. • Respond to sound with body movement. <p>Music Area</p> <ul style="list-style-type: none"> • Imitate what is observed. • Select and use equipment and instruments. • Make choices of songs to sing. • Listen and tune in to sounds. • Experiment with fast and slow, loud and soft etc. • Experiment with beat and rhythm. • Take turns and share musical instruments • Record and listen to their own music or music from other sources e.g. CD player. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • Instrument names - drum, tambourine, maraca, bells, guitar etc. • Loud, quiet, soft, hard, fast, slow, beat. • Rhythm, rhyme. • Listen, copy. • Feelings vocabulary – happy, sad, excited etc. • Shake, tap, scrape, bang, blow, hard, soft, gentle etc. Can you make a quiet/ loud/ soft/ booming noise? What can you hear? How many beats? How many left? How does this make you feel? Can you change the sound the instrument makes?

Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪Use their voices expressively and creatively by singing songs and speaking chants rhymes. ▪Play tuned and untuned instruments musically. ▪Listen with concentration and understanding to a range of high quality live and recorded music ▪Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p><u>PERFORM - Singing and Playing</u></p> <p><i>Using their voices</i></p> <ul style="list-style-type: none"> ▪Speak and chant together ▪Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) ▪Sing songs in different styles conveying different moods (happy, sad, angry) and with a sense of enjoyment. ▪Coordinate actions to go with a song. ▪Sing in time to a steady beat. Pulse ▪Perform some body percussion in time to the steady beat whilst singing– tapping shoulders or head, clapping, clicking, stamping. <p><i>Using classroom instruments</i></p> <ul style="list-style-type: none"> ▪Play instruments by shaking, scraping, rattling and tapping. ▪Play in time to a steady beat. ▪Play loudly, quietly, fast and slow. ▪Imitate a rhythm pattern on an instrument – claves, rhythm sticks, tambourines. ▪Play a repeated ostinato pattern. ▪Follow simple hand signals indicating: loud/quiet and start/stop. ▪Be able to 	<p>Sing songs regularly in a variety of lessons.</p> <p>Maths – Number fun</p> <p>Phonics rhymes</p> <p>Sing name games and call and response songs, such as telephone song.</p> <p>Topics – sing songs to learn facts about history and geography topics, such as continents songs</p> <p>Play untuned percussion instruments – following signals from teacher. Start/stop louder/quieter.</p> <p>Play rhythm stick copying the teachers actions, movements and sounds.</p> <p>Listen and repeat rhythms with frogs and tadpoles.</p> <p>Read the picture score of frogs and tadpoles and play the rhythm.</p> <p>Keep playing an ostinato pattern.</p> <p>Perform to an audience in class assembly and KS1 concerts.</p>

Year 1

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Year 1 Music Vocabulary

Essential Vocabulary

PERFORM Singing and playing

- Sing
- Chant
- Tune
- Breathing
- Control
- Percussion
- Instruments
 - Shaking
 - Scraping
 - Tapping
 - Rattling
 - Beat
 - Pulse
 - Rhythm
 - Ostinato
 - Signals
 - Loud
 - Quiet
 - Fast
 - Slow
 - High
 - Low

EXPLORE & COMPOSE playing and exploring

- Timbre
- Pitch
- Duration
- Dynamics
- Tempo
- Symbols
- Score
- Sequence
- Compose

LISTEN, REFLECT & APPRAISE

- Listen
- Respond
- Feelings
- Mood
- Composer

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Use their voices expressively and creatively by singing songs and speaking chants rhymes. ▪ Play tuned and untuned instruments musically. ▪ Listen with concentration and understanding to a range of high quality live and recorded music ▪ Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Perform – Singing and Playing</p> <p><i>Using their voices</i></p> <ul style="list-style-type: none"> ▪ Sing a variety of songs with accuracy of pitch. ▪ Sing words clearly and breathing at the end of phrases. ▪ Convey the meaning or mood of the song. ▪ Sing with a sense of control of dynamics (volume) and tempo (speed) ▪ Echo sing a short melodic phrase. ▪ Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices. ▪ Follow a leader (teacher) starting and stopping together. <p><i>Using instruments</i></p> <ul style="list-style-type: none"> ▪ Play with control: <ol style="list-style-type: none"> a) Maintaining a steady beat. b) Getting faster or slower c) Getting louder and quieter ▪ Perform a repeated two note melodic ostinato to accompany a song – on chime bars. ▪ Perform a rhythm accompaniment to a song. Tambourines, claves, maracas, eggs. ▪ Work in small groups and perform to the class. ▪ Play instruments, following a leader (teacher) starting and stopping together. ▪ Demonstrate some confidence in performing as a group and as an individual. <p>Yr 2 will begin to play the tuned instrument Ocarinas as a whole class.</p>	<p>Whole class set of ocarinas and individual books for them use.</p>

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Use their voices expressively and creatively by singing songs and speaking chants rhymes. ▪ Play tuned and untuned instruments musically. ▪ Listen with concentration and understanding to a range of high quality live and recorded music ▪ Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Explore:</p> <ul style="list-style-type: none"> ▪ More ways in which sounds are made (tapped, blown scraped shaken) identifying a range of tuned instruments. ▪ Long and short sounds (rhythm – duration) ▪ The rhythm pattern of words and sentences. ▪ Changes in pitch (higher/lower) ▪ Sequence of sounds (structure) ▪ Sounds in response to a stimulus (visual or aural) ▪ How sounds can be manipulated to convey different effects and moods. <p>Compose:</p> <ul style="list-style-type: none"> ▪ Short melodic phrases ▪ Short repeated rhythmic patterns (ostinato) ▪ Rhythm patterns from words. ▪ A piece of music that has a beginning, middle and end (structure) ▪ music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups ▪ Music that conveys different moods. <p>Listen, Reflect and Appraise:</p> <ul style="list-style-type: none"> ▪ Listen with increased concentration ▪ Recognise the sound of the percussion instruments. ▪ Identify different qualities of sound such as smooth, scratchy, tickling, ringing (timbre) ▪ Recognise and respond to changes in speed (tempo) volume (dynamics) and pitch. ▪ Respond through movement, dance and art to different music. ▪ Explain how the mood of the piece makes them feel and act. (angrily, sad, cheerfully, daintily) 	<p>Year 2</p> <p>Look pictures and match the instruments to the names of some orchestra/band instruments. Guitar, flute, violin, drums, trumpet etc...</p> <p>Clapping rhythms of their own names and simple sentences.</p> <p>Watch an advert or music video and respond the music. What instruments/sounds can they hear?</p> <p>Listen to music in PE and move freely to it. How does the music make them feel and move?</p> <p>Create musical doodle in art with pens. What does the music make them want to draw?</p> <p>What colours does a piece of music make them want to use?</p>

Year 2 Music Vocabulary

Essential Vocabulary

PERFORM Singing and playing

- Sing
- Chant
- Tune
- Breathing
- Control
- Percussion
- Instruments
 - Beat
 - Pulse
 - Rhythm
 - Ostinato
 - Signals
 - Pitch
- Dynamics
 - Tempo
- Graphic score
 - Ocarina
 - Frogs
 - Tadpoles
 - Butterflies

EXPLORE & COMPOSE playing and exploring

- Rhythm
- Timbre
- Pitch
- Duration
- Dynamics
- Tempo
- Structure
- Symbols
- Score
- Sequence
- Compose
- Visual
- Aural

LISTEN, REFLECT & APPRAISE

- Listen
- Respond
- Feelings
- Mood
- Composer
 - Pitch
 - Timbre
 - Tempo
- Dynamics

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ▪ Improvise and compose music for a range of purposes using their inter – related dimensions of music. ▪ Listen with attention to detail and recall sounds with increasing aural memory. ▪ Use and understand staff and other musical notations. ▪ Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. ▪ Develop an understanding of the history of music. 	<p><u>PERFORM – Singing and Playing</u></p> <p><i>Using their voices</i></p> <ul style="list-style-type: none"> ▪ Sing songs in a variety of styles with confidence, singing an increasing number from memory. ▪ Show increasing accuracy of pitch and awareness of the shape of a melody. ▪ Imitate increasingly longer phrases with accuracy ▪ Understand that posture, breathing and diction are important. ▪ Demonstrate an awareness of character or style in performance. ▪ Chant or sing a round in two parts. ▪ Sing songs with a recognised structure (verse and chorus/ call and response) <p><i>Using instruments</i></p> <ul style="list-style-type: none"> ▪ Keep a steady beat on an instrument in a group or individually. ▪ Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato. ▪ Use tuned percussion with increasing confidence. ▪ Copy a short melodic phrase by ear on a pitched instrument. ▪ Play using symbols including graphic and /or simple traditional notation. ▪ Follow simple hand directions from a leader. ▪ Perform with an awareness of others. ▪ Combine musical sounds with narrative and movement. ▪ Perform a composed piece to a friendly audience, as a member of a group or class. <p>▪Yr 3 will have lessons and learn to play the ukulele, from a Wakefield Music Services specialist teacher.</p> <p>▪The class teacher/HLTA will also teach the Yr 3 class to play the recorder, following on from the ocarina in Yr 2.</p>	<ul style="list-style-type: none"> ▪Children to volunteer to lead the class singing warm up songs – e.g. Little Echo, Kye kye kule ▪Sing Frere Jacques or similar songs in a round. ▪Sing pop songs from Charanga online resources. ▪Play ostinato patterns on the class set of rhythm stick. ▪Create own simple composition rhythms on sticks - linked to topics. ▪Play the ukuleles in a class assembly or concert at the end of the half year cycle.

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ▪ Improvise and compose music for a range of purposes using their inter – related dimensions of music. ▪ Listen with attention to detail and recall sounds with increasing aural memory. ▪ Use and understand staff and other musical notations. ▪ Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. ▪ Develop an understanding of the history of music. 	<p>Explore:</p> <ul style="list-style-type: none"> ▪ Longer-shorter/faster-slower/higher-lower/louder-quieter sounds on tuned and untuned percussion instruments and voices. ▪ Pitch notes moving by step (notes next to each other) and by leap (notes with gaps between them) ▪ Symbols to represent sound (graphic scores/traditional notation) ▪ The sounds of different instruments – Timbre and how they can represent pictures/stories/moods. ▪ The sound (timbre) that one instrument can make. ▪ How the inter related dimensions of music can be combined to compose descriptive music. <p>Compose:</p> <ul style="list-style-type: none"> ▪ Words and actions to go with songs. ▪ A simple rhythmic accompaniment to go with a song, using ostinato patterns. ▪ Music that has a recognisable structure; beginning, middle and end or verse/chorus. ▪ Music that tells a story, paints a picture or creates a mood. ▪ Music that uses repetition/echo. <p>Listen, Reflect and Appraise:</p> <ul style="list-style-type: none"> ▪ Listen with concentration to longer pieces of music. ▪ Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> - a steady beat - a specific rhythm pattern - the speed (tempo) - the volume (dynamics) - the melody - Using appropriate musical terms/language. ▪ Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar etc) ▪ Identify repetition in music with a chorus. ▪ Recognise aurally wooden, metal, skin percussion instruments. ▪ Listen to their own compositions and use musical language to describe what happens in them. 	<ul style="list-style-type: none"> ▪ Use percussion instruments the children are familiar with from KS1 ▪ Children to select the chosen instrument and demonstrate how to play it faster/slower, louder/quieter and make higher/lower and longer/shorter sounds. ▪ Children to match picture cards of a frog, tadpole, butterfly and caterpillar to the correct standard notation of a crotchet, quaver, and semi quavers from standard notation. ▪ Create their own actions and dance moves for specific songs. ▪ Compose their own ostinato patterns and score using the laminated A3 grids and the actual toy figures of the frogs, tadpoles, butterflies and caterpillars. <p>Listen to pieces of music from the Charanga online resources for their specific year group.</p>

Year 3 Music Vocabulary

Essential Vocabulary

PERFORM Singing and playing

- Breathing
- Posture
- Diction
- Control
- Percussion
- Instruments
 - Beat
 - Pulse
 - Rhythm
 - Verse
 - Chorus
- Call and response
 - Ostinato
 - Signals
 - Pitch
 - Dynamics
 - Tempo
- Graphic score
 - Ocarina
 - Frogs
 - Tadpoles
 - Butterflies
 - Caterpillars
 - Rests
 - Ukulele
 - Recorder

EXPLORE & COMPOSE playing and exploring

- Rhythm
- Timbre
- Mood
- Pitch
- Duration
- Dynamics
- Tempo
- Structure
- Symbols
- Score
- Sequence
- Compose
 - Visual
 - Aural

LISTEN, REFLECT & APPRAISE

- Listen
- Composer
 - Live
 - Recorded
 - Respond
 - Feelings
 - Mood
- Composer
 - Pitch
 - Timbre
 - Tempo
 - Dynamics
- Rhythm grids

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ▪ Improvise and compose music for a range of purposes using their inter – related dimensions of music. ▪ Listen with attention to detail and recall sounds with increasing aural memory. ▪ Use and understand staff and other musical notations. ▪ Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. ▪ Develop an understanding of the history of music. 	<p><u>PERFORM – Singing and Playing</u></p> <p>Using their voices:</p> <ul style="list-style-type: none"> ▪ Sing songs in a variety of styles with an increasing awareness of the tone of their voices and then shape of the melody. ▪ Sing songs showing musical expression (phrasing, changes of tempo, dynamics) ▪ Sing two/three part rounds with more confidence and increasing pitch accuracy. ▪ Sing confidently as part of a small group or solo being aware of good posture and diction. ▪ Copy short phrases and be able to sing up and down in steps independently. <p>Using Instruments:</p> <ul style="list-style-type: none"> ▪ Maintain two or three different ostinato patterns in a small instrumental group against a steady beat. ▪ Play music that includes rests ▪ Use tuned instruments with increasing confidence to accompany songs. Ukuleles and chime bars. ▪ Play music in a metre or two or three time. ▪ Read and play from some conventional music symbols. ▪ Combine instrumental playing with narrative and movement. ▪ Follow a leader, start/stopping, playing faster/slower and louder/quieter. ▪ Perform to an audience of adults, an assembly or other classes with increasing confidence. <p>▪Yr 4 will have lessons and continue learning to play the ukulele, from a Wakefield Music Services specialist teacher.</p> <p>▪Yr 4 will learn to play more tuned melodies and explore the pentatonic scale on the chime bars.</p>	<ul style="list-style-type: none"> ▪ Children to lead warm up exercises and songs. ▪ Sing songs confidently from a range of genres and sources - Charanga online songs and Out of the ark. <p>▪ Play whole class rhythm stick games, copying rhythms that include rests.</p> <p>▪ Play the ukuleles confidently at the same time as singing.</p> <p>▪ Play simple tunes on the chime bars to accompany songs.</p> <p>▪ Charanga online chime bars - Mamma Mia.</p> <p>▪ Be able to recognise and start to read the simple FACE and EGBDF notes on a traditional music stave.</p> <p>▪ Play in and end of year ukulele concert .</p> <p>▪ Play the chime bars in a class assembly.</p>

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ▪ Improvise and compose music for a range of purposes using their inter – related dimensions of music. ▪ Listen with attention to detail and recall sounds with increasing aural memory. ▪ Use and understand staff and other musical notations. ▪ Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. ▪ Develop an understanding of the history of music. 	<p>Explore:</p> <ul style="list-style-type: none"> ▪ Sounds to create particular effects (timbre) ▪ Rhythm patterns in music from different times and places. ▪ The pentatonic scale. ▪ Pitched notes that moves steps and or leaps to make short phrases/melodies. ▪ Music that describes feelings or moods using 'tense' or 'calm' sounds. ▪ Combining and controlling sounds to achieve a desired effect. ▪ Music that incorporates effective silences (rests) ▪ Different groupings of beats (metre of 2/3) <p>Compose:</p> <ul style="list-style-type: none"> ▪ A simple rhythmic accompaniment to a song using ostinato patterns and drones. ▪ A simple melody from a selected group of notes (i.e. A pentatonic scale) ▪ Music that has a recognisable structure. ▪ A piece of music that reflects images/and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect. ▪ Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience. <p>Listen, Reflect and Appraise:</p> <ul style="list-style-type: none"> ▪ Recognise aurally the range of percussion instruments used in school and some orchestral instruments taught in school. ▪ Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language. ▪ Recognise music from different times and countries, identifying key elements that give it its unique sound. ▪ Identify whether a song has a verse/chorus or call and response structure. ▪ Identify the use of metre in 2 or 3 in a piece of recorded or live music. ▪ Recognise the combined effect of layers of sound by listening to their own arrangements, composition and recordings. 	<ul style="list-style-type: none"> ▪ Understand the pentatonic scale is made up of FIVE notes ▪ Learn to play the first pentatonic scale of C Major – notes C, D, E, G, A ▪ Sing the pentatonic song from Out Of The Ark resources. <ul style="list-style-type: none"> ▪ Play listening games where children close their eyes and listen to percussion instruments and identify them from their sounds. ▪ Listen to sounds of orchestral instruments from the Charanga resources and identify them. ▪ Listen to the music of a popular TV advert and discuss the effects of the music.

Year 4 Music Vocabulary

Essential Vocabulary

PERFORM

Singing and playing

- Breathing
- Posture
- Diction
- Control
- Percussion
- Instruments
 - Beat
 - Pulse
 - Rhythm
 - Verse
 - Chorus
- Call and response
 - Ostinato
 - Signals
 - Pitch
- Dynamics
 - Tempo
- Graphic score
- Staff notation
 - Rests
 - Ukulele
 - Recorder
 - Chime bars
- Pentatonic scale

EXPLORE & COMPOSE

playing and exploring

- Rhythm
- Timbre
- Mood
- Pitch
- Duration
- Dynamics
- Tempo
- Structure
- Symbols
- Score
- Sequence
- Compose
 - Visual
 - Aural
- Pentatonic
 - Phrase
- Accompaniment
 - Metre
 - Drone

LISTEN, REFLECT & APPRAISE

- Listen
- Composer
 - Live
 - Recorded
 - Respond
 - Feelings
 - Mood
- Composer
 - Pitch
 - Timbre
 - Tempo
 - Dynamics
- Rhythm grids
- Orchestra
 - Unique
 - Contrast
 - Structure

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ▪ Improvise and compose music for a range of purposes using their inter – related dimensions of music. ▪ Listen with attention to detail and recall sounds with increasing aural memory. ▪ Use and understand staff and other musical notations. ▪ Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. ▪ Develop an understanding of the history of music. 	<p><u>PERFORM – Singing and Playing</u></p> <p>Using their voices:</p> <ul style="list-style-type: none"> ▪ Sing confidently in a wide variety of styles with expression ▪ Communicate the meaning and the mood of the song. ▪ Sing a simple second part of a two part song. ▪ Maintain own part in a round. ▪ Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion. <p>Using instruments:</p> <ul style="list-style-type: none"> ▪ Perform on a range of instruments in mixed groups to an audience, with confidence. ▪ Read and play from conventional or graphic notation. ▪ Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. ▪ Perform with sensitivity to different dynamics and tempo. ▪ Lead/conduct a group of instrumental performers. ▪ Maintain a rhythmic or melodic accompaniment to a song. ▪ Maintain own part on a pitched instrument in a small ensemble. ▪ Perform own compositions to an audience. ▪ Use a digital recorder to keep a record of work in progress and record performances. ▪ Know what makes a good performance. <p>▪Yr 5 will have lessons and learn to play the African djembe drums from a Wakefield Music Services specialist teacher.</p> <p>▪Yr 5 will learn to play the tuned percussion instruments the boom whackers in small groups and a whole class ensemble.</p>	<ul style="list-style-type: none"> ▪ Sing a range of Yr 5 songs from the Charanga online resources. ▪ Lead class and assembly warm ups. ▪ Sing songs from memory in class assemblies and concerts. ▪ Learn to play the Boomwhackers as a whole class and in small groups. ▪ Use the ipads to record their group work .

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ▪ Improvise and compose music for a range of purposes using their inter – related dimensions of music. ▪ Listen with attention to detail and recall sounds with increasing aural memory. ▪ Use and understand staff and other musical notations. ▪ Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. ▪ Develop an understanding of the history of music. 	<p>Explore:</p> <ul style="list-style-type: none"> ▪Chords/harmony – concord and discord ▪Scales, such as pentatonic, rag and blues. ▪Texture created by layering rhythmic and/or melodic ostinatos. ▪Developing ideas, using musical devices such as repetition, question and answer and ostinato. ▪Characteristics of various styles, for example, blues, rap, gospel, folk, African etc... ▪Improvising in a variety of styles. <p>Compose/Arrange:</p> <ul style="list-style-type: none"> ▪Always considering the interrelated dimensions of music. ▪Create simple songs reflecting the meaning of the words. ▪Compose music that reflects given intention e.g. descriptive rap, a melody with an ostinato accompaniment. ▪Arrange a song for a class performance with appropriate pitched and unpitched accompaniment ▪Refine own compositions after discussion. ▪Use a range of symbols (conventional or graphic) to record compositions. ▪Use ICT to record, sample, sequence, loop and manipulate sound to create pieces. <p>Listen, Reflect and Appraise:</p> <ul style="list-style-type: none"> ▪Distinguish differences in timbre and texture between a wide variety of instruments. ▪Identify and discuss ‘what happens when’ within simple musical structures. ▪Recognise and identify features of expression in an extract of live or recorded music. ▪Compare two pieces of instrumental music from different countries/times and discuss. ▪Use musical vocabulary and knowledge to talk about music from a variety of sources, traditions and cultures. ▪Use musical vocabulary and knowledge to help identify areas for development or refinement when composing. 	<ul style="list-style-type: none"> ▪Charanga online resources have learning programmes to listen and explore the different genres of music. Eg. In the Mood ▪Create simple poems/sentences into phrases with a melody and ostinato patterns – linked to literacy or topic work. Space and WWI ▪Add instruments to their own compositions with lyrics. ▪African drums or boomwhackers lessons OR pupils could refer back to previous learning in Yrs 3 and 4 and choose other untuned percussion instruments or recorders/chime bars. ▪Listen and respond to different pieces of classical and modern pieces of music. ▪BBC Ten pieces. ▪Listen and create Art work in response to music with a space theme. ▪Be able to identify instruments and explain the mood of the piece. ▪Use ipads to record and evaluate their own work.

Year 5 Music Vocabulary

Essential Vocabulary

PERFORM Singing and playing

- Breathing
- Posture
- Diction
- Control
- Ostinato
- Signals
- Pitch
- Dynamics
- Tempo
- Graphic score
- Notation
- Crotchet
- Quavers
- Semi quavers
- Minims
- Semi breves
- Rests
- Expression
- Two parts
- Round
- Phrasing
- Melody
- Ensemble
- Performance
- Audience
- Boom whackers
- African djembe drums
 - Bass
 - Tone

EXPLORE & COMPOSE playing and exploring

- Rhythm
- Timbre
- Mood
- Pitch
- Duration
- Dynamics
- Tempo
- Structure
- Symbols
- Score
- Sequence
- Compose
 - Visual
 - Aural
- Pentatonic
- Phrase
- Accompaniment
 - Metre
 - Drone
 - Chords
 - Harmony
 - Concord
 - Discord
 - Gospel
 - Rag
 - Blues

LISTEN, REFLECT & APPRAISE

- Listen
- Composer
 - Live
 - Recorded
 - Respond
 - Feelings
 - Mood
- Composer
 - Pitch
 - Timbre
 - Tempo
 - Dynamics
- Rhythm grids
- Orchestra
 - Unique
 - Contrast
 - Structure
 - Genres

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ▪ Improvise and compose music for a range of purposes using their inter – related dimensions of music. ▪ Listen with attention to detail and recall sounds with increasing aural memory. ▪ Use and understand staff and other musical notations. ▪ Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. ▪ Develop an understanding of the history of music. 	<p><u>PERFORM – Singing and Playing</u></p> <p>Using their voices:</p> <ul style="list-style-type: none"> ▪ Sing confidently in a wide variety of styles with expression. ▪ Communicate the meaning and the mood of the song. ▪ Sing a simple second part of a two part song with confidence. ▪ Maintain own part in a round. ▪ Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion. <p>Using instruments:</p> <ul style="list-style-type: none"> ▪ Perform on a range of instruments in mixed groups to an audience with confidence. ▪ Read and play with confidence from conventional or graphic notation. ▪ Continue to play by ear on pitched instruments, extending the length of phrases and melodies played. ▪ Perform with sensitivity to different dynamics, and tempo. ▪ Lead/conduct a group of instrumental performers. ▪ Maintain a rhythmic or melodic accompaniment to a song. ▪ Maintain own part on a pitched instrument in a small ensemble. ▪ Perform own compositions to an audience. ▪ Use a digital recorder to keep a record of work in progress and record performances. ▪ Know what makes a good performance. <p>▪ Yr 6 will continue to have lessons learning to play the African djembe drums from a Wakefield Music Services specialist teacher. This will be for a term. The final half term the specialist teacher will help and support the class in creating a Yr 6 band, drawing on all musical knowledge and skills from school life. This will result in a Yr 6 band performance at the end of Spring term 1.</p>	<ul style="list-style-type: none"> ▪ Lead the school in singing assemblies and as singing role models. ▪ Perform confidently in their own Yr 6 Leavers production at the end of the year. ▪ Sing songs from WWII ▪ Perform on the African djembe drums. ▪ Use a range of skills learnt playing all tuned and untuned percussion instruments throughout school life to play in a Yr 6 band.

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ▪ Improvise and compose music for a range of purposes using their inter – related dimensions of music. ▪ Listen with attention to detail and recall sounds with increasing aural memory. ▪ Use and understand staff and other musical notations. ▪ Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. ▪ Develop an understanding of the history of music. 	<p>Explore:</p> <ul style="list-style-type: none"> ▪Chords/harmony – concord and discord. ▪Scales, such as pentatonic, rag and blues. ▪Textures created by layering rhythmic and/or melodic ostinatos. ▪Developing ideas, using musical devices such as repetition, question and answer and ostinato. ▪Characteristics of various styles, for example, Blues, Rap, Gospel, Folk and African etc ▪Improvising in a variety of styles. <p>Compose/Arrange:</p> <ul style="list-style-type: none"> ▪Always considering the interrelated dimensions of music. ▪Create own simple songs reflecting the meaning of the words. ▪Compose music that reflects given intentions, e.g. Descriptive music, a rap, a melody with an ostinato accompaniment. ▪Arrange a song for a class performance with an appropriate pitched and unpitched accompaniment. ▪Refine own compositions after discussion. ▪Use a range of symbols (conventional or graphic) to record compositions. ▪Use ICT to record, sample, sequence, loop and manipulate sounds to create pieces. <p>Listen, Reflect and Appraise:</p> <ul style="list-style-type: none"> ▪Distinguish differences in timbre and texture between a wide variety of instruments. ▪Identify and discuss ‘what happens when’ within simple musical structures. ▪Recognise and identify features of expression in an extract of live or recorded music. ▪Compare two pieces of instrumental music from different countries/times and discuss. ▪Use musical vocabulary and knowledge to talk about music from a variety of sources, traditions and cultures. ▪Use musical vocabulary and knowledge to help identify areas for development or refinement when composing. 	<ul style="list-style-type: none"> ▪Sing, listen to and discuss the different musical styles and genres on the Charanga online resources ▪Yr 6 will compose and create their own radio jingles – linked to a specific given topic . ▪Listen to music from different composers from the WWII period of history. ▪BBC Ten pieces.

Year 6 Music Vocabulary

Essential Vocabulary

PERFORM

Singing and playing

- Breathing
- Posture
- Diction
- Control
- Ostinato
- Signals
 - Pitch
- Dynamics
 - Tempo
- Graphic score
- Notation
 - Rests
- Crotchet
- Quavers
- Semi quavers
 - Minims
- Semibreves
- Expression
- Two parts
 - Round
- Phrasing
- Melody
- Ensemble
- Performance
 - Audience
- Boom whackers
- African djembe drums
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 - Tone

EXPLORE & COMPOSE

playing and exploring

- Rhythm
- Timbre
- Mood
- Pitch
- Duration
- Dynamics
 - Tempo
- Structure
- Symbols
 - Score
- Sequence
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- Accompaniment
 - Metre
 - Drone
 - Chords
 - Harmony
 - Concord
 - Discord
 - Gospel
 - Rag
 - Blues

LISTEN, REFLECT & APPRAISE

- Listen
- Composer
 - Live
- Recorded
- Respond
- Feelings
 - Mood
- Composer
 - Pitch
 - Timbre
 - Tempo
- Dynamics
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 - Unique
 - Contrast
- Structure
 - Genres