



Music Curriculum – Year 3 and 4 – Cycle B

Our schemes of work are also aligned with the Department for Education document “Model Music Curriculum which can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf

Pedagogy - The Music curriculum within our schools is based upon 7 key areas of knowledge – listening/appraising, the dimensions of music, signing, playing, improvising, composing and performing. Each aspect of music is covered within all year groups except for the EYFS (where we cover 4 of the 7 areas explicitly). Rather than simply covering knowledge and then moving on, the scheme seeks to ensure that the correct knowledge is introduced in the age appropriate year group. All knowledge is then repeated and most embedded (covered for a third time) prior to the pupils beginning their next stage of education in Year 7.

Subject Content National Curriculum

Key stage 1

Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and 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.

Key stage 2

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. Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the 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.

	Autumn	Spring	Summer			
Resources	<p>Unit: Let Your Spirit Fly Style: R&B, Western Classical, Musicals, Motown, Soul Topic and cross-curricular links: Historical context of musical styles. Links to other units: There Was A Monkey - Britten - KS2/ages 7-11 (see Freestyle)</p>	<p>Unit: Glockenspiel Stage 1 Style: Learning basic instrumental skills by playing tunes in varying styles Topic and cross-curricular links: Introduction to the language of music, theory and composition. Links to other units: Glockenspiel Stage 2 - KS2/ages 7-11 (Scheme Year 4) Using scores/notation in the units.</p>	<p>Unit: Three Little Birds Style: Reggae Topic and cross-curricular links: Animals, Jamaica, poetry and the historical context of musical styles Links to other units: Zootime - KS1/ages 5-7 (Scheme Year 2) Britten -There Was A Man Of Newington - KS2/ages 7-11 (see Freestyle)</p>	<p>Unit: The Dragon Song Style: A little bit funky and music from around the world. Topic and cross-curricular links: Storytelling, creativity, PSHE, friendship, acceptance, using your imagination. Links to other units: Your Imagination - KS1 /ages 5-7 (Scheme Year 1)</p>	<p>Unit: Bringing Us Together Style: Disco Topic and cross-curricular links: Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity. Links to other units: Friendship Song - KS1/ages 5-7 (Scheme Year 2), Stop! - KS2/ages 8-11 (Scheme Year 4), You've Got A Friend KS2/ages 8-11 (Scheme Year 6), I'll Be There - KS2/ages 9-11 (Scheme Year 6)</p>	<p>Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 3 Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. Links to other units: All Year 3 units</p>
	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	

Vocabulary

Accompaniment - The underlying sounds used to support a melody line

Beat/pulse - Beat and pulse are used synonymously to refer to the regular heartbeat of the music – the 'steady beat'

Body percussion - Sounds which can be made using parts of the body, eg clapping, tapping knees, etc.

Call and response - A style of music in which a leader sings or plays a short melody (the call) and a chorus of singers/players respond with an answering short melody (the response)

Chord - Two or more notes played at the same time

Conductor - The person elected to lead a group of singers or instrumentalists

Crescendo - Getting louder

Dimensions/elements - The inter-related building blocks of music (formerly referred to in the English National Curriculum as elements): duration, dynamics, pitch, structure, tempo, texture, and timbre (see definitions)

Ostinato (plural ostinatos/ostinati) - A short rhythmic or melodic pattern which is repeated over and over

Pictorial symbols - A simple form of notation in which a picture is used to represent a sound, eg car picture = motor sounds

Pitch - Refers to the complete range of sounds in a piece of music from the lowest to the highest

Pizzicato - The technique of playing a string instrument, eg violin, by plucking the strings rather than playing them with the bow

Playing methods - Acoustic (non-electronic) sounds are made by shaking, scraping, tapping, or blowing a soundmaker

Rest - A silence

Rhythm - Patterns of long and short sounds played within a steady beat

Rhythm pattern - A short section of rhythm

Solo - A piece of music for one singer or instrumentalist

Step movement -Notes of a melody which move stepwise up or down

<p>Diminuendo - Getting quieter</p> <p>Duet - song or piece of music for two parts of equal importance</p> <p>Duration - The word used in music to refer to the length of a sound or silence</p> <p>Dynamics/volume - The loudness of the music, usually described in terms of loud/quiet</p> <p>Glissando - A slide up or down from one musical note to another, in the manner of a rapid, sliding scale</p> <p>Improvisation - A piece of music which is created spontaneously</p> <p>Improvise - To invent music as you go along</p> <p>Leap - The space between two musical notes which is greater than a step (see Step movement)</p> <p>Major - One of the most common types of eight-note musical scale. Often described as having a happy sound (see also Minor)</p> <p>Melody - A tune</p> <p>Metre - The grouping of beats into twos, threes, fours, etc, for instance in waltz music the beats are grouped in threes, whereas in march music they are grouped in twos or fours</p> <p>Minor - One of the most common types of eight-note musical scale. Often described as having a sad sound (see also Major)</p> <p>Notations - Ways of writing music down – examples include graphic notation and staff notation</p>	<p>Structure - Most music is underpinned by a structure which may be as simple as beginning, middle and end</p> <p>Symbol - Any written representation of a sound</p> <p>Tempo (plural tempi) - The speed at which music is performed, usually described in terms of fast/slow</p> <p>Tremolo - The rapid repetition of notes, producing a quavering effect. It can either be on one note or between two notes</p> <p>Tuned percussion - Percussion instruments which make sounds with a defined pitch, eg glockenspiel</p> <p>Untuned percussion - Percussion instruments which make sounds of indefinite pitch, eg hand drum</p>
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The table below shows how this is implemented within our scheme of work: **Introduce** **Repeat** **Embed**

Year Group	Listen and Appraise	Interrelated Dimensions (games)	Singing	Playing	Improvising	Composition	Performance
3	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song. 	<p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical question and an answer.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder) 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music
4	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience

	<p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. 	<ul style="list-style-type: none"> • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 	<ul style="list-style-type: none"> • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice 	<ul style="list-style-type: none"> • Other instruments they might play or be played in a band or orchestra or by their friends. 	<ul style="list-style-type: none"> • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the challenges in your improvisations 	<p>story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> • Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music
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