

Whole School Chuckery **Music** Curriculum

Phase	Year group	Topic name	Enquiry	NC focus	Disciplinary concepts	Substantive concepts	Key knowledge
<u>EYFS</u>	<u>EYFS</u>	Me! My Stories Everyone! Our world Big Bear Funk Reflect, Rewind and Replay	What can you hear? Can you use your voice to repeat the sound or song? How will you perform this?	ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Listen, respond and appraise Musical practise (Singing and playing) Improvisation and Composition Performance	Wide variety of musical styles as an introduction. Funk Classical	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. To know the stories of some of the nursery rhymes. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. To sing along with a pre-recorded song and add actions. To sing along with the backing track. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.
<u>KS1</u>	<u>Year 1</u>	Hey You! Rhythm in the way In the groove	What can you hear? How will you use your voice or instruments to repeat the music you can hear? How will you perform a piece of music?	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	Listen and appraise Musical practise (Singing and playing) Improvisation and Composition Performance	Old-School Hip-Hop Reggae Blues Baroque Latin Irish Folk Funk	Find and understand the pulse as you are listening to the music. Identify the instruments and voices you can hear. To clap and improvise to the beat of the music. Rap and sing the song in tune, in groups. Perform the song Hey You. Find and understand the pulse as you are listening to the music. Identify the instruments and voices you can hear. To clap the rhythm of the music. Sing and rap the songs. Perform the song, including rap, as a class. Listen and compare 6 different styles of music. Clap the pulse and rhythm to the music. Play a range of percussion instruments (glockenspiels) practising two notes – D and C. To sing in different styles. Improvise using notes C and D. Compose a simple melody using simple rhythm choosing from the notes C and D or D and E.

			What can you hear?	♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.			Perform as a class and record the performance. Evaluate the performance.
		Round and round				Bossa Nova	Find and understand the pulse as you are listening to the music. Identify the instruments and voices you can hear. Play a range of percussion instruments (e.g. glockenspiels) practising up to three notes – D, F and C To sing in the correct scale of pitch. Improvise using notes D and E. Perform as a class and record the performance. Evaluate the performance.
		Your Imagination				Pop	Find and understand the pulse as you are listening to the music. Identify the instruments and voices you can hear. Play a range of percussion instruments (e.g. glockenspiels) practising up to three notes – D, F and C To sing in the correct scale of pitch. Improvise using notes D and E. Compose a simple melody using simple rhythm choosing from the notes C and D or C, D and E. Perform as a class with singing and playing. Evaluate the performance.
		Hands, feet , Heart				Afropop, South African	Find the pulse as you are listening to the music. Identify the instruments and voices you can hear. Clap the rhythm to the music and improvise from this. Play a range of percussion instruments practising the three notes – G, A and C. To sing in different styles. Improvise using notes C and D or C, D and E. Compose a simple melody choosing from notes C and D or C, D and E. Perform as a class and record the performance. Evaluate the performance.
	<u>Year 2</u>						
		Ho ho ho				A song with rapping and improvising for Christmas	Find the pulse as you are listening to the music. Identify the instruments and voices you can hear. Add pitch to the pulse and rhythm when we sing and play an instrument. Play instruments using up to three notes – G or G, A and B. To practise singing and rap. Improvise using words. Perform as a class and record the performance. Evaluate the performance.

		I Wanna Play In A Band				Rock	Find the pulse as you are listening to the music. Identify the instruments and voices you can hear. Clap the rhythm to the music. Play a range of percussion instruments practising the three notes – F or D or C. To sing in different styles. Improvise using notes F and G. Compose a simple melody using simple rhythm. Perform as a class and record the performance. Evaluate the performance.
		Zootime				Reggae	Find the pulse as you are listening to the music. Identify the instruments and voices you can hear. Clap the rhythm to the music. Play a range of percussion instruments practising the three notes – F or D or C. To sing in tune to the music. Improvise using notes C and D. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Perform as a class and record the performance. Evaluate the performance.
		Friendship song					Find the pulse as you are listening to the music. Identify the instruments and voices you can hear. Clap the rhythm to the music. Play a range of percussion instruments practising the three notes – C, E and G. To sing in tune to the music. Improvise using notes C and D. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Perform as a class and record the performance. Evaluate the performance.
<u>LKS2</u>	<u>Year 3</u>	Let Your Spirit Fly	What can you hear? How will you use your musical ear to sing and play instruments to replay a piece 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	Listen and appraise Musical practise (Singing and playing)	RnB	Find the pulse as you are listening to the music. Identify the instruments and voices you can hear. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.
		Glockenspiel Stage 1	How will you create and perform a piece of music?			Exploring and developing playing skills	Music To learn to play glockenspiels by reading the noted C, D, E + F. Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F Perform as a class and record the performance.

			How will you evaluate your performance?	manipulating ideas within musical structures and reproducing sounds from aural memory.	Improvisation and Composition	using the glockenspiel.	The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions Evaluate the performance.
		The Dragon Song		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.	Performance	Reggae	Listen & Appraise: Identify the introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals in a musical piece. Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Using the notes C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G Perform as a class and record the performance. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions Evaluate the performance.
		Bringing Us Together		♣ 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.		A Pop song that tells a story	Listen to and identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer. Play instrumental parts with the song by ear and/or from notation using 3 notes G, A + B. Which part did you play? Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale) Perform as a class and record the performance. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions Evaluate the performance.
	Year 4	Mamma Mia	How will you use your musical ear to sing and play instruments to replay a piece of music? How will you create and perform a piece of music?	♣ develop an understanding of the history of music.		Pop	Listen and identify the Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Instruments/voices you can hear: imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse as you are listening. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – G, A + B. Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale) Perform as a class and record the performance. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions Evaluate the performance.

		Glockenspiel stage 2	How will you evaluate your performance?			Mixed styles	<p>Learn more complex rhythm patterns.</p> <p>Revise, play and read the notes C, D, E, F + G.</p> <p>Compose using the notes C, D, E, F + G.</p> <p>Perform as a class and record the performance.</p> <p>The performance will include one or more of the following:</p> <p>Improvisations • Instrumental performances • Compositions</p> <p>Evaluate the performance.</p>
		Stop!				Grime	<p>Listen to and Intro and 6 rapped verses, each with a sung chorus.</p> <p>Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums.</p> <p>Singing and rapping in unison and in parts.</p> <p>Compose your own rapped lyrics about bullying or another topic or theme that you decide.</p> <p>Perform as a class and record the performance.</p> <p>The performance will include one or more of the following:</p> <p>Improvisations • Instrumental performances • Compositions</p> <p>Evaluate the performance.</p>
		Lean On Me				Gospel	<p>Listen and identify the Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. Instruments/voices you can hear: Male vocal, backing vocal, piano, bass, drums, organ.</p> <p>Musical Activities using glocks and/or recorders to play and copy back using up to 2 notes – F + G. Singing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using up to 4 notes – C, E, F + G.</p> <p>Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A.</p> <p>Perform as a class and record the performance.</p> <p>The performance will include one or more of the following:</p> <p>Improvisations • Instrumental performances • Compositions</p> <p>Evaluate the performance.</p>
		Blackbird				The Beatles/ Pop	<p>Listen to and identify solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.</p> <p>Singing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, D + E.</p> <p>Improvise using up to 3 notes – C, D + E.</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).</p> <p>Perform as a class and record the performance.</p> <p>The performance will include one or more of the following:</p> <p>Improvisations • Instrumental performances • Compositions</p> <p>Evaluate the performance.</p>

UKS2	Year 5	<u>Livin on a prayer</u>	Can you describe the parts of a song through what you can hear?	<p>Key stage 2 Pupils should be taught to:</p> <p>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 the inter-related dimensions of music. ♣ listen with attention to detail and recall sounds with increasing aural memory. 	<p>Listen and appraise</p> <p>Musical practise (Singing and playing)</p> <p>Improvisation and Composition</p> <p>Performance</p>	Rock	<p>Listen and identify the Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. Instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard.</p> <p>Musical Activities using glocks and/or recorders using up to 3 notes – G, A + B.</p> <p>Singing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using G, A + B or D, E, F# + G</p> <p>Improvise using up to 3 notes – G, A + B.</p> <p>Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).</p> <p>Perform as a class and record the performance.</p> <p>The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions</p> <p>Evaluate the performance.</p>
		<u>Classroom Jazz 1</u> The Three Note Bossa & Five Note Swing	Can you identify the structure of an instrumental piece of music?			Bossa Nova and Swing	<p>Listen to the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated.</p> <p>Listen to the Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated.</p> <p>Instruments/voices you can hear: Piano, bass, drums, glockenspiel</p> <p>Knowledge</p> <p>Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.</p> <p>Improvise in a Bossa Nova style using the notes G, A + B.</p> <p>Improvise in a swing style using the notes D, E, G, A + B.</p> <p>Perform as a class and record the performance.</p> <p>The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions</p> <p>Evaluate the performance.</p>
		<u>Make You Feel My Love (Pop)</u>	How can you use instruments to play or sing a musical piece?			Pop Ballads	<p>Listen to the structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Instruments/voices you can hear: Strings, piano, guitar, bass, drums.</p> <p>Singing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, D + E.</p> <p>Improvise using up to 3 notes – C, D + E.</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</p> <p>Perform as a class and record the performance.</p> <p>The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions</p> <p>Evaluate the performance.</p>
		<u>The Fresh Prince Of Bel-Air</u>	How will you improvise and compose a simple melody as part of a piece of music?				<p>Listen to the structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Instruments/sounds you can</p>

		(Hip Hop)		<ul style="list-style-type: none"> ♣ 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. 		Old-School Hip-Hop	<p>hear: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. Singing/rapping in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using up to 3 notes – D, G + A.</p> <p>Improvise using up to 3 notes – D, E + F.</p> <p>Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.</p> <p>Perform as a class and record the performance.</p> <p>The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions Evaluate the performance.</p>
		Dancing In The Street (Motown)				Motown	<p>Listen to the structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Instruments/voices you can hear: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).</p> <p>Singing in unison. And with backing vocals Play instrumental parts with the song by ear and/or from notation using up to 2 notes – F + G (complex rhythms).</p> <p>Improvise using up to 3 notes – D, E + F.</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G.</p> <p>Perform as a class and record the performance.</p> <p>The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions Evaluate the performance.</p>
		Happy	Can you describe the parts of a song through what you can hear?			Pop/Neo Soul	<p>Listen & Appraise: Happy (Pop/Neo soul) What style indicators can you hear? Describe the structure? What instruments/voices you can hear?</p> <p>Singing in 2 parts.</p> <p>Play instrumental parts with the song by ear and/or from notation using up to 3 notes – A, G + B.</p> <p>Improvise using up to 3 notes – A, G + B.</p> <p>Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.</p> <p>Perform as a class and record the performance.</p> <p>The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions Evaluate the performance.</p>
	<u>Year 6</u>		Can you identify the structure of an instrumental piece of music?		<p>Listen and appraise</p> <p>Musical practise (Singing and playing)</p> <p>Improvisation and Composition</p>		

		Classroom Jazz 2 Bacharach Anorak and Meet The Blues	How can you use instruments to play or sing a musical piece? How will you improvise and compose a simple melody as part of a piece of music?		Performance	Bacharach and Blues Listen: What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions? Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C. Perform as a class and record the performance. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions Evaluate the performance.
		A New Year Carol (The music of Benjamin Britten)	How will you perform effectively?			Classical or Urban Gospel Listen & Appraise: A New Year Carol (The music of Benjamin Britten) What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions? Singing in unison. Sing the song in its original style, and the Urban Gospel version. Reflection: What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Perform & Share Decide how your class will introduce the performance.
		You've Got A Friend (The music of Carole King)	What will you learn from your performance?			70's Ballad/Pop Listen & Appraise: You've Got A Friend (The music of Carole King) What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions? Singing in unison. Play instrumental parts with the song by ear and/or from notation using up to 4 notes – B, A + G and C, D, E + F. Improvise using up to 3 notes – A, G + E. Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D. Reflection What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Perform & Share Decide how your class will introduce the performance. Record the performance and talk about afterwards.