

Lostwithiel Primary School Music Curriculum



| All progressive teaching units can be found on Charanga | | | |
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| Year 1 | Autumn | Spring | Summer |
| | Focus on listen, appraise and games | Focus on singing and playing | Focus on improvisation and composition |
| Knowledge | <p>To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.</p> <p>To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>A performance is sharing music with other people, called an audience.</p> | <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing</p> <p>A performance is sharing music with other people, called an audience.</p> | <p>Improvisation is about 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. Everyone can improvise!</p> <p>Composing is like writing a story with music. Everyone can compose.</p> <p>A performance is sharing music with other people, called an audience.</p> |
| Skills | <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To embed pulse, rhythm and pitch.</p> <p>Choose a song they have learnt and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it.</p> | <p>Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices. Learn to start and stop singing when following a leader.</p> <p>Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. To play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.</p> | <p>Clap, improvise sing and play.</p> <p>Create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p> |
| Vocabulary | Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform | | |

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| | Rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, groove, keyboard, bass, trumpets, audience, Keyboard, drums, bass, improvise, compose, audience, imagination. |
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| Year 2 | Autumn | Spring | Summer |
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| | Focus on listen, appraise and games | Focus on singing and playing | Focus on improvisation and composition |
| Knowledge | <p>To know five songs off by heart. To know some songs, have a chorus or a response/answer part. To know that songs have a musical style.</p> <p>To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.</p> <p>A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p> | <p>To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. To know that songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.</p> <p>Learn the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments played in class.</p> | <p>To know that 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 everyone can improvise, and you can use one or two notes.</p> <p>That composing is like writing a story with music. Everyone can compose. A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p> |
| Skills | <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.</p> <p>To find the pulse and copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. To use voices to copy back, whilst marching the steady beat. Choose a song they have learnt and perform it. Add their ideas to the</p> | <p>Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p> <p>Treat instruments carefully and with respect. Learn to play a tuned instrumental part. Play the part in time with the steady pulse. Listen to and</p> | <p>To improvise freely.</p> <p>To help create three simple melodies with the Units using one, three or five different notes. To learn how the notes of the composition can be written down and changed if necessary.</p> <p>Choose a song they have learnt and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it.</p> |

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| | performance. Record the performance and say how they were feeling about it. | follow musical instructions from a leader. | |
| Vocabulary | Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo, percussion, rap, improvise, reggae, improvise | | |

| | Autumn | Spring | Summer |
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| Year 3 | Focus on listen, appraise and games | Focus on singing and playing | Focus on improvisation and composition |
| Knowledge | <p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about (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> <p>Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.</p> | <p>To know and be able to talk about: 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. To know why you must warm up your voice.</p> <p>To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</p> <p>To know and be able to talk about performing.</p> | <p>To know and be able to talk about improvisation.</p> <p>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> <p>To know and be able to talk about 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> <p>To know and be able to talk about performing.</p> |
| Skills | <p>To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Find the Pulse, rhythm and copy back.</p> <p>Pitch copy repeat back.</p> | <p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. To treat instruments carefully and with respect. Play any one, or all of four,</p> | <p>Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the</p> |

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| | | differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part. To listen to and follow musical instructions from a leader. | composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) To choose what to perform and create a programme. To record the performance and say how they were feeling, what they were pleased with what they would change and why. |
| Vocabulary | Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drum, guitar, keyboard, synthesizer, hook, melody, texture, organ, backing vocals, riff, reggae, pentatonic scale, disco. | | |

| Year 4 | Autumn | Spring | Summer |
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| Cycle A | Focus on listen, appraise and games | Focus on singing and playing | Focus on improvisation and composition |
| Cycle B | | | |
| Knowledge | <p>To know the style of the five songs. To choose one song and be able to talk about some of the style indicators of that song 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> <p>Know and be able to talk about how pulse, rhythm and pitch work together How to keep the internal pulse. To think about musical Leadership: creating musical ideas for the group to copy or respond to.</p> <p>To know and be able to talk about performing. It involves communicating</p> | <p>To know and be able to talk about singing.</p> <p>To know and be able to talk about texture: How a solo singer makes a thinner texture than a large group. To know why you must warm up your voice.</p> <p>To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone) To know and be able to talk about other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>To know and be able to talk about performing. It involves communicating feelings, thoughts and ideas about the song/music.</p> | <p>To know and be able to talk about improvisation. 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> <p>To know and be able to talk about a composition. That there are different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>To know and be able to talk about performing. It involves communicating</p> |

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| | feelings, thoughts and ideas about the song/music. | | feelings, thoughts and ideas about the song/music. |
| Skills | <p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. Find the Pulse and rhythm and copy back, create own simple rhythm patterns, lead the class using their simple rhythms.</p> <p>To present a musical performance designed to capture the audience. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> | <p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.</p> <p>To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.</p> | <p>To help create at least one simple melody using one, three or all five different notes. To plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>To present a musical performance designed to capture the audience. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> |
| Vocabulary | Keyboard, electric guitar, bass, drums, improvise, hook, riff, melody, solo, pentatonic scale, unison, Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale. | | |

| Year 5 | Autumn | Spring | Summer |
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| Cycle A | Focus on listen, appraise and games | Focus on singing and playing | Focus on improvisation and composition |
| Cycle B | | | |
| Knowledge | To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name | To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk | To know and be able to talk about improvisation. To know three well-known improvising musicians. |

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| | <p>other songs from the Units in those styles. To choose two or three other songs and be able to talk about them. Identify the main sections of the songs (intro, verse, chorus etc.) To name some of the instruments they heard in the songs and the historical context of the songs. What else was going on at this time?</p> <p>Know and be able to talk about: how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the internal pulse? Musical Leadership: creating musical ideas for the group to copy or respond to.</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p> | <p>about: Its main features/ Singing in unison, the solo, lead vocal, backing vocals or rapping/ To know what the song is about and the meaning of the lyrics/ To know and explain the importance of warming up your voice. To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends.</p> <p>To know and be able to talk about performing.</p> | <p>To know and be able to talk about a composition. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol.</p> <p>To know and be able to talk about performing.</p> |
| Skills | <p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</p> | <p>To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical</p> | <p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> <p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly</p> |

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| | | instructions from a leader. To lead a rehearsal session. | articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” |
| Vocabulary | Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, riff, hook, solo, Ballad, verse, chorus, interlude, tag ending, strings, Old-school Hip Hop, Rap, synthesizer, deck, backing loops, Funk, scratching, Soul, groove, bass line, backbeat, brass section. | | |

| Year 6 | Autumn | Spring | Summer |
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| Cycle A | Focus on listen, appraise and games | Focus on singing and playing | Focus on improvisation and composition |
| Cycle B | | | |
| Knowledge | <p>To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about. Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). Identify the structure of the songs (intro, verse, chorus etc.). Name some of the instruments used in the songs. The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity.</p> <p>Know and be able to talk about: how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. How to keep</p> | <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience. To choose a song and be able to talk about: Its main features/ Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics/ To know and explain the importance of warming up your voice.</p> <p>To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends</p> | <p>To know and be able to talk about improvisation. To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations. To know three well-known improvising musicians.</p> <p>To know and be able to talk about: 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. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and</p> |

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| | the internal pulse? Musical Leadership: creating musical ideas for the group to copy or respond to. | | compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” |
| Skills | To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. | To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune’. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. | Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |
| Vocabulary | style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvisation, by ear, hook, riff, solo, ostinato, phrases, unison, urban gospel, civil rights, gender equality, unison, harmony | | |