

Maybury Primary School

Music Curriculum

Progression

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y1** | **Listen &Appraise** – begin to recognise styles, find the pulse, recognise instruments, listen and discuss other dimensions of music.  **Musical Activities**- a new activity is added until Step 4:   * Games – begin to internalise, understand, feel & know how the dimensions of music work together. Focus on warn-up games. Pulse, rhythm, pitch, tempo, dynamics * Singing – start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble * Playing – start to play a classroom instrument in a group/band/ensemble * Improvisation – option after Step 3 – begin to explore and create your own responses, melodies and rhythms * Composition – option after Step 4 – begin to create own responses, melodies and rhythms and record them in some way   **Perform/Share** – begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together | | | | | |
| **Hey You!**  How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song  **Old School Hip Hop:**  *Hey You!* Joanna Mangona  *Me, Myself and I* De La Soul  *Fresh Prince of Bel-Air* Will Smith  *Rapper’s delight* the Sugarhill Gang  *U Can’t Touch This* MC Hammer  *It’s Like That* Run DMC | **Rhythm in the Way We Walk/The Banana Rap**  How pulse, rhythm and pitch work together. Singing and rapping.  **Mixed styles:**  *Rhythm In The Way We Walk* Joanna Mangona (Reggae)  *The Planets, Mars* Gustav Holst (Classical)  *Tubular Bells* Mike Oldfield (Pop)  *The Banana Rap* Jane Sebba (Hip Hop)  *Happ*y Pharrell Williams (Pop)  *When I’m 64* The Beatles (Pop) | **In the Groove**  Playing/singing in different styles and learning about those styles  **Mixed Styles:**  *In the Groove* Joanna Mangona (Blues, Baroque, Latin, Bhamgra, Folk, Funk)  *How Blue Can You Get* BB King (Blues)  *Let the Bright Seraphim* Handel (Baroque)  *Livin’ La Vida Loca* Ricky Martin (Latin/Pop)  *Jai Ho* JR Rahman (Bhangra/Bollywood)  *Lord of the Dance* Ronan Hardiman (Irish)  *Diggin’ On* James Brown Tower of Power (Funk) | **Round and Round**  **Latin and Mixed Styles:**  *Round and Round* (Bossa Nova)  *Livin’ La Vida* Loca Ricky Martin (Latin/Pop)  *Imperial War March* John Williams (Film)  *It Had Better Be Tonight* Michael Buble (Latin/Big Band)  *Why Don’t You* Gramophonedzie (Big Band/Dance)  *Oya Como Va* Santana (Latin/Jazz) | **Your Imagination**  Create your own lyrics  **Mixed styles** and listening to songs/music about using your imagination:  *Your Imagination* Joanna Mangona & Pete Readman  *Supercalifragili*… Mary Poppins  *Pure Imagination* Willy Wonka  *Daydream Believer* The Monkees  *Rainbow Connection* Muppet Movie  *A Whole New World* Aladdin | **Reflect, Rewind and Replay**  Revision and deciding what to perform.  Listening to Western Classical Music.  The Language of music. |
| **Firework Compositions Project**   * Listen to ‘Music for the Royal Fireworks’ by Handel and respond creatively e.g. painting pictures of the fireworks they can see in their imagination when listening to the music. Talk about what they like/dislike about the piece. * Use un-tuned percussion instruments e.g. drums and claves to tap along with pulse of Music for the Royal Fireworks. Can they play loudly and quietly? * Watch a video of a firework display and listen to the sounds created by fireworks. Children explore a range of percussion instruments to replicate those sounds using instruments. Use the instruments in different ways e.g. exploring scraping the drum to replicate sounds. * Use this knowledge to create their own firework compositions, using untuned percussion to replicate a firework display. Think about dynamics e.g. loud and quiet. Perform these to each other and review. | | **Sing! Sing! Sing! Project**   * Develop the confidence and skills to sing in a small group as well as part of a class group. * Perform an informal concert to another class to develop their performance skills in small groups.   **Whole Class Choral Singing (ongoing all year)**   * Control changes in dynamics with my voice. * Control changes in tempo with my voice. * Control changes in pitch with my voice. * Practise and refine performances as a class. * Use internalization (thinking voice) with some accuracy and control. * Sing with awareness of pitch and phrase, following the shape of the melody.   Use big, clear mouth shapes to form words. | | **The Lark Ascending Project**   * Listen and respond to ‘The Lark Ascending’ by Vaughan Williams * Explore high and low pitches using the flying bird. Children compose and perform bird journeys using ‘high’ and ‘low’ sounds with tuned percussion. * Use un-tuned percussion instruments to tap pulse and copy/create their own rhythms using animal names and pictorial notation. * Create their own bird and compose their own bird call using tuned percussion. * Perform their bird calls to another class | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y2** | **Listen &Appraise** – begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music  **Musical Activities**- a new activity is added until Step 4:   * **Games** – continue to internalise, understand, feel & know how the dimensions of music work together. Focus on Warm-up Games, Pulse, rhythm, pitch, tempo, dynamics * **Singing** - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble * **Playing** – continue to play a classroom instrument in a group/band/ensemble * **Improvisation** – option after Step 3 – continue to explore and create your own responses, melodies and rhythms * **Composition** – option after Step 4 – continue to create own responses, melodies and rhythms and record them in some way   **Perform/Share** – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together | | | | | |
| **Hands, Feet, Heart**  Music from south Africa, freedom songs  **South African Music**  *Hands, Feet, Heart* Joanna Mangona  *The Click Song* Miriam Makeba  *The Lion Sleeps* Tonight Soweto Gospel Choir  *Bring Him Back* Hugh masekela  *You Can Call Me Al* Paul Simon  *Hiokoloza* Arthur Mofokate | **Ho Ho Ho**  Winter time, festivals and Christmas time. Performance using music & dance  **Mixed Styles**:  *Ho Ho Ho* Joanna Magona (Christmas)  *Blame It On The Boogie* Jackson 5 (Pop)  *Bring Him Back Home(Nelson Mandela)* Hugh Maskela (Freedom)  *Suspicious Minds* Elvis Presley (Pop)  *Sir Duke* Stevie Wonder (Funk)  *Fly Me To The Moon* Frank Sinatra (Big Band/Jazz) | **I Wanna Play in a Band**  **Rock Music** and Movement  *We Will Rock You* Queen  *Smoke On The Water* Deep Purple  *Rockin’ All Over The World* Staus Quo  *Johnny B Goode* Chuck Berry  *I Saw Her Standing There* The Beatles | **Zootime**  Song Structure  **Reggae Music:**  *Kingston Town* UB40  *Shine* ASWAD  *IGY* Donald Fagen  *Feel Like Jumping* Marcia Griffiths  *I Can See Clearly Now* Jimmy Cliff | **Friendship Song**  **Mixed Styles**  *Friendship Song* Joanna Mangona & Pete Readman  *Count On Me* Bruno Mars  *We Go Together* Grease  *You Give A Little Love* Bugsy Malone  *That’s What Friends Are For* Gladys Knight et al  *You’ve Got A Friend In Me* Randy Newman | **Reflect, Rewind and Replay**  Revision and deciding what to perform.  Listening to Western Classical Music.  The Language of music. |
| **Last Night of The Proms Project: Pomp and Circumstance by Edward Elgar**   * Become familiar with the traditional English festival of ‘The Proms’ by exploring one of the most famous pieces from the Last Night of the Proms – Pomp and Circumstance by Elgar (a British composer to link with the children’s geography topic). * Listen to Pomp and Circumstance and respond to the music using creative media e.g. artwork/dance. Children discuss what they like and dislike about that piece * Use their listening ears to identify chunks of music where the orchestra is playing and chunks of music where the choir is singing. Create a simple graphic score e.g. using two shapes to signify the two sections to depict the music they hear.   E.g.   * Use graphic score to innovate Pomp and Circumstance. Choose two instruments, one to play during the orchestral sections & the other to play during the choral sections. Use these instruments to play along to the pulse of the music. * Work in groups to use their graphic score to create their own simple composition alternating two instruments in different sections. Encourage children to use dynamics to add interest and record these in their own way on their graphic score. E.g. sections 1&2 loud, sections 3&4 quiet. Perform to each other and review suggesting changes. * Make union jacks (linked to Geography work) and watch a video of Pomp and Circumstance being played at the last night of the proms. Join in with the traditions e.g. waving flags in time to the music. Discuss and identify instruments the children can see. Discuss how the music makes the audience feel. | | **Sing! Sing! Sing! Project**   * Develop the confidence and skills to sing in a small group as well as part of a class group. * Perform an informal concert to another class to develop their performance skills in small groups.   **Whole Class Choral Singing (ongoing all year)**   * Control changes in dynamics with my voice. * Control changes in tempo with my voice. * Control changes in pitch with my voice. * Practise and refine performances as a class. * Use internalization (thinking voice) with some accuracy and control. * Sing with awareness of pitch and phrase, following the shape of the melody. * Use big, clear mouth shapes to form words. | | **Carnival of the Animals Project**   * Listen to some of the pieces from the ‘Carnival of the animals’ and respond creatively e.g. thinking about what animal the piece makes them think of and moving in that way. Talk about what they like/dislike about the pieces * Use a selection of tuned and un-tuned percussion instruments to copy/create their own rhythms using animal names and pictorial notation * Use a selection of tuned and un-tuned instruments to create their own compositions based on an animal seen at the Yorkshire Wildlife Park. Attempt to represent different animals they would find there. * Use a graphic score to create own animal composition. Encourage children to use dynamics * Create a whole class piece ‘Carnival of the Yorkshire Wildlife Park Animals’ * Record, perform compositions to children within another class and review their own work | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y3** | **Listen &Appraise** – begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music  **Musical Activities**- a new activity is added until Step 4:   * **Games** – continue to internalise, understand, feel & know how the dimensions of music work together. Focus on Warm-up Games, Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol * **Singing** - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble * **Playing** – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol * **Improvisation** – option after Step 3 – continue to explore and create your own responses, melodies and rhythms * **Composition** – option after Step 4 – continue to create own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol   **Perform/Share** – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together | | | | | |
| **Let Your Spirit Fly**  RnB. Singing in two parts  **Mixed Styles:**  *Let Your Spirit Fly* Joanna Mangona (RnB)  *Heal* *The* *World* Michael Jackson (Pop)  *Colonel Bogey* March Kenneth Alford (Film)  *Consider Yourself* Oliver! (musicals)  *Ain’t* *No Mountain High Enough* Marvin Gare (Motown)  *You’re the First* Barry White (Soul) | **Glockenspiel Stage 1**  **Playing the glockenspiel**.  The Language of music. | **Three Little Birds**  Reggae and Bob Marley  **Reggae Music:**  Three Little Birds Bob Marley  Jamming Bob Marley  Small People Ziggy Marley  54-56 was My Number Toots  Ram goat Liver Pluto Shervington  Our Day Will Come Amy Winehouse | **The Dragon Song**  Singing in two parts  **Music from around the world**:  *The Dragon Song* Joanna Mangona & Pete Readman  *Birdsong* – Chinese Folk Music  *Vaishnava Java* – A Hindu Song  *A Turkish Traditional Tune*  *Aitutaki Drum Dance* from Polynesia  *Zebaidir Song* from Sudan | **Bringing Us Together**  **Disc Music:**  Bringing Us Together Joanna Mangona and Pete Readman  Good Times Nile Rodgers  Ain’t Nobody Chaka Khan  We Are Family Sister Sledge  Ain’t No Stopping Us Now McFadden & Whitehead  Car Wash Rose | **Reflect, Rewind and Replay**  Revision and deciding what to perform.  Listening to Western Classical Music.  The Language of music. |
| **The Firebird Project: The Firebird Finale by Igor Stravinsky**   * Listen and describe a piece of music. Watch the film and discuss. Create artwork inspired by the music * Create a frozen soundscape * Learn to sing and play a tune. Use technical terminology where appropriate * Listen and analyse Stravinsky’s music. Create new versions of Stravinsky’s tune * Structure ideas to tell a narrative. Create a coda. Use technical terminology * Create character ‘signature tunes’. Structure musical ideas to tell a story. Perform in front of an audience | | **Sing! Sing! Sing! Project**   * Develop the confidence and skills to sing solo, sing in a small group as well as part of a class group. * Sing in unison and simple two-parts * Sing with awareness of being in tune * Demonstrate a good singing posture * Follow a leader when singing * Have awareness of the pulse internally when singing * Perform an informal concert to another class to develop their performance skills in small groups.   **Whole Class Choral Singing (ongoing all year)**   * Control changes in dynamics with my voice. * Control changes in tempo with my voice. * Control changes in pitch with my voice. * Practise and refine performances as a class. * Use internalization (thinking voice) with some accuracy and control. * Sing with awareness of pitch and phrase, following the shape of the melody. * Use big, clear mouth shapes to form words. | | **Home Project: No Place Like by Kerry Andrew**   * Watch the film and discuss. Brainstorm a list of sounds. Discuss the findings * Learn the difference between loud and soft, high and low pitched. Listen, collate and describe real sounds. Make a graphic score or diagram of these sounds * Devise musical motifs based on previously collected sounds. Order these sounds into a structure (free flowing soundscape). Follow/give musical signals * Understand, perform and use pulse. Create rhythmic ostinatos based on collected sounds. Layer and structure rhythmic ostinatos over a pulse * Structure ideas into a piece with a definite structure or shape. Create and follow a diagrammatic presentation of the music. Use technical terminology where appropriate | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y4** | **Listen &Appraise** – begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music  **Musical Activities**- a new activity is added until Step 4:   * **Games** – continue to internalise, understand, feel & know how the dimensions of music work together. Focus on Warm-up Games, Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol * **Singing** - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble * **Playing** – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol * **Improvisation** – option after Step 3 – continue to explore and create your own responses, melodies and rhythms * **Composition** – option after Step 4 – continue to create own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol   **Perform/Share** – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together | | | | | |
| **I am a performer!**   * Recognise crotchets, crotchet rests, quavers, minims, semi-breves and use them to perform rhythms * Perform as part of a team * Carry on if make a mistake in a performance * Perform by ear and by using forms of notation | | **I am a performer!**   * Recognise crotchets, crotchet rests, quavers, minims, semi-breves and use them to perform rhythms * Perform as part of a team * Carry on if make a mistake in a performance * Perform by ear and by using forms of notation | | **I am a performer!**   * Recognise crotchets, crotchet rests, quavers, minims, semi-breves and use them to perform rhythms * Perform as part of a team * Carry on if make a mistake in a performance * Perform by ear and by using forms of notation | |
| **Becoming a Performer Project**  Children will begin to learn how to play the pBuzz with instruction from an instrumental teacher from the Hull Music Hub | | **Becoming a Performer Project**  Children will continue to learn how to play the pBuzz with instruction from an instrumental teacher from the Hull Music Hub  **Mambo Project: Mambo from West Side Story by Leonard Bernstein**   * Listen to ‘Mambo’ and describe the piece of music. Watch the film of the music and discuss * Create & perform a rhythmic pattern to a pulse. Orchestrate this pattern * Learn to play a 9mambo) pulse. Choose appropriate instruments & work in groups to perfect the pulse * Learn to play mambo rhythms. Choose appropriate instruments & work in groups to perfect these rhythms * Learn and invent a tune. Create short pieces using pulse, ostinato & melody * Structure all ideas into a piece. Perform the piece to an audience. Use technical terminology where appropriate | | **Becoming a Performer Project**  Children will master how to play the pBuzz with instruction from an instrumental teacher from the Hull Music Hub | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y5** | **Listen &Appraise** – begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music  **Musical Activities**- a new activity is added until Step 4:   * **Games** – continue to internalise, understand, feel & know how the dimensions of music work together. Focus on Warm-up Games, Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol * **Singing** - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble * **Playing** – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol * **Improvisation** – option after Step 3 – continue to explore and create your own responses, melodies and rhythms * **Composition** – option after Step 4 – continue to create own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol   **Perform/Share** – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together | | | | | |
| **I am a performer!**   * Recognise crotchets, crotchet rests, quavers, minims, semi-breves and use them to perform rhythms * Perform as part of a team * Carry on if make a mistake in a performance * Perform by ear and by using forms of notation | | **I am a performer!**   * Recognise crotchets, crotchet rests, quavers, minims, semi-breves and use them to perform rhythms * Perform as part of a team * Carry on if make a mistake in a performance * Perform by ear and by using forms of notation | | **I am a performer!**   * Recognise crotchets, crotchet rests, quavers, minims, semi-breves and use them to perform rhythms * Perform as part of a team * Carry on if make a mistake in a performance * Perform by ear and by using forms of notation | |
| **Becoming a Performer Project**  Children will begin to learn how to play a brass instrument with instruction from an instrumental teacher from the Hull Music Hub | | **Becoming a Performer Project**  Children will continue to learn how to play a brass instrument with instruction from an instrumental teacher from the Hull Music Hub  ‘**The Planets’ Project: Mars from The Planet Suite by Gustav Holst**   * Listen to ‘Mars’ from the Planets and describe. Watch the orchestral performance and discuss. Use the music as stimulus for artwork * Learn 2 asymmetrical ostinatos. Orchestrate them and use them to create a crescendo * Invent 2 ostinatos in a march style. Choose appropriate instruments and work in groups to structure these ideas * Structure 2 pieces into one larger piece * Follow a diagram (or listen & invent a diagram) to create Holst’s coda. Structure all ideas so far into one big piece and perform it to an audience. Use technical terminology where appropriate * Create musical motifs to describe a new planet. Structure these into a piece | | **Becoming a Performer Project**  Children continue to learn how to play a brass instrument with instruction from an instrumental teacher from the Hull Music Hub | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y6** | **Listen &Appraise** – begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music  **Musical Activities**- a new activity is added until Step 4:   * **Games** – internalise, understand, feel & know how the dimensions of music work together. Focus on Warm-up Games, Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol * **Singing** - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble * **Playing** – play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol * **Improvisation** – option after Step 3 – create your own responses, melodies and rhythms * **Composition** – option after Step 4 – create own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol   **Perform/Share** – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together | | | | | |
| **Happy**  Being Happy!  **Pop/Neo Soul**  *Top Of The World* The Carpenters  *Don’t Worry, Be Happy* Bobby McFerrin  *Walking On Sunshine* Katrina & The Waves  *When You’re Smiling* Frank Sinatra  *Love Will Save The Day* Brendan Reilly | **Classroom Jazz 2**  Jazz, improvisation & composition  **Bacharach & Blues**  *Take The ‘A’ Train* Duke Ellington  *Speaking My Peace* H. Parlan  *Back ‘O’ Town Blues* Earl Hines  *One ‘O’ Clock Jump* Count Basie | **A New Year Carol**  Benjamin Britten’s music & cover versions  **Classical or Urban Gospel**  *I Mun Be Married on Sunday*  *Fishing Song* | **You’ve Got A Friend**  The Music of Carole King  **70s Ballad/Pop**  *The Loco-Motion* Little Eva  *One Fine Day* The Chiffons  *Up On The Roof*  The Drifters  *Will You Still Love Me Tomorrow*  *A Natural Woman* Carole King | **Music & Me**  Create your own music inspired by your identity & women in the music industry  **Hip Hop, Classical, Electronic, Soul, Contemporary**  *Something* *Helpful* Anna Meredith  *O Shiva* Feshareki  *V-A-C Moscow* Shiva Feshareki  *Heroes & Villians* Eska  *Shades of Blue* Eska  *And!* Afrodeutsche  *The Middle Middle* Afrodeutsche | **Reflect, Rewind & Replay**  Revision and deciding what to perform.  Listening to Western Classical Music.  The Language of music. |
| **Bacewicz Project: Grazyna Bacewicz-Overture**   * Watch the film, listen to the performance. Respond with creative writing * Use Bacewicz’s rhythms to create an introduction * Learn about Morse Code and use it to transform words into musical motifs * Learn about fanfares and structure musical motifs into a piece * Produce a graphic score; invent a sad melody * Structure sections of music into a bigger piece. Perform in a concert | | **Sing! Sing! Sing! Project**   * Develop the confidence and skills to sing solo, sing in a small group as well as part of a class group. * Sing in unison and to sing backing vocals * Demonstrate a good singing posture * Follow a leader when singing * Experience rapping and solo singing * Listen to each other and be aware of how you fit into the group * Sing with awareness of being ‘in tune’ * Perform an informal concert to another class to develop their performance skills in small groups.   **Whole Class Choral Singing (ongoing all year)**   * Control changes in dynamics with my voice. * Control changes in tempo with my voice. * Control changes in pitch with my voice. * Practise and refine performances as a class. * Use internalization (thinking voice) with some accuracy and control. * Sing with awareness of pitch and phrase, following the shape of the melody. * Use big, clear mouth shapes to form words. | | **Fast Machine Project: Short Ride in a Fast Machine by John Adams**   * Listen and describe a piece of music. Watch orchestral performance and discuss. Create an artwork piece inspired by the music * Use composer’s musical motifs to create an introduction. * Create ostinatos and structure them into a piece * Orchestrate a tune * Structure ideas to make a narrative | |