

Music in the EYFS at Brookside Primary School

<p>The EYFS music curriculum at Brookside Primary school</p> <p>We want to teach children to... Have opportunity to listen to a broad range of music. They will have opportunity to appraise music and talk about what they listen to. Children will play music and join in with singing. They will perform and share music with confidence and imagination.</p>	<p>How we teach music in the EYFS at Brookside Primary School....</p> <p>We teach music daily in the EYFS; giving children opportunities for singing and playing instruments in free play. We teach a Charanga lesson in reception once per week. Nursery children have opportunity for regular singing and exploring musical instruments.</p>	<p>Our rationale for our EYFS music curriculum...</p> <p>Children enter the EYFS with some appreciation of modern songs that they may have heard at home but they do not have a knowledge of nursery rhymes and simple songs. We use Charanga as a whole school music scheme, it has a clear progression throughout the school to help build on musical skills. We know that children entering the EYFS have lower communication and language skills. Charanga really helps to build on the key vocabulary for music.</p>
<p>We are musicians through....</p>		
<p>Communication and Language</p> <p>3 / 4 year olds: - Sing a large repertoire of songs Reception: - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs.</p>	<p>Expressive Arts & Design</p> <p>3 / 4 year olds: - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. Reception: - Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and</p>	<p>Physical Development</p> <p>3 / 4 year olds: - Use large-muscle movements to wave flags and streamers, paint and make marks. Reception: - Combine different movements with ease and fluency.</p>

	dance, performing solo or in groups. ELG: EAD: Being Imaginative and Expressive: - 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	
By the end of the EYFS we would like children to....be confident to be creative. To want to perform and join in with musical activities. Feel free to explore music in any way they choose.		

Brookside Music Curriculum Sequencing

National Curriculum Objectives	KS1	KS2	
	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
	<ul style="list-style-type: none"> • 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 interrelated dimensions of music. 	<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 interrelated 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. 	<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 interrelated 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.

Brookside Music Curriculum Sequencing

Musical Progression

KS1

Year 1/Year 2

Musical Progression – KS1



Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	<i>Singing and performing only</i>							<i>Singing and performing only</i>			<i>Singing and performing only</i>		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable			
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A	
1	Summer 2	Reflect, Rewind And Replay	<i>Consolidation and Revision</i>							<i>Consolidation and Revision</i>			<i>Consolidation and Revision</i>			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	<i>Not applicable</i>			<i>Not applicable</i>			
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A	
2	Summer 2	Reflect, Rewind And Replay	<i>Consolidation and Revision</i>							<i>Consolidation and Revision</i>			<i>Consolidation and Revision</i>			

Brookside Music Curriculum Sequencing

Musical Progression

KS2

Year 3/Year 4

Musical Progression – KS2



Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Smbreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

Brookside Music Curriculum Sequencing

Musical Progression

KS2

Year 5/Year 6

Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Livin' On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 1	Make You Feel My Love	C	C,D	G,A,BC	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A,	G,A,B	G,A,B,C,D
5	Spring 2	The Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	Summer 1	Dancing In The Street	F Major	F	F, G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
6	Autumn 1	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	Not applicable		
			C Blues	C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable			C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable		
6	Spring 1	Benjamin Britten - New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E,	D,E,F	D,E,F,G,A
6	Spring 2	Music And Identity	Coming soon...												
6	Summer 1	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, Dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

Brookside Music Curriculum Sequencing

The Interrelated Dimensions of Music

The Interrelated Dimensions of Music

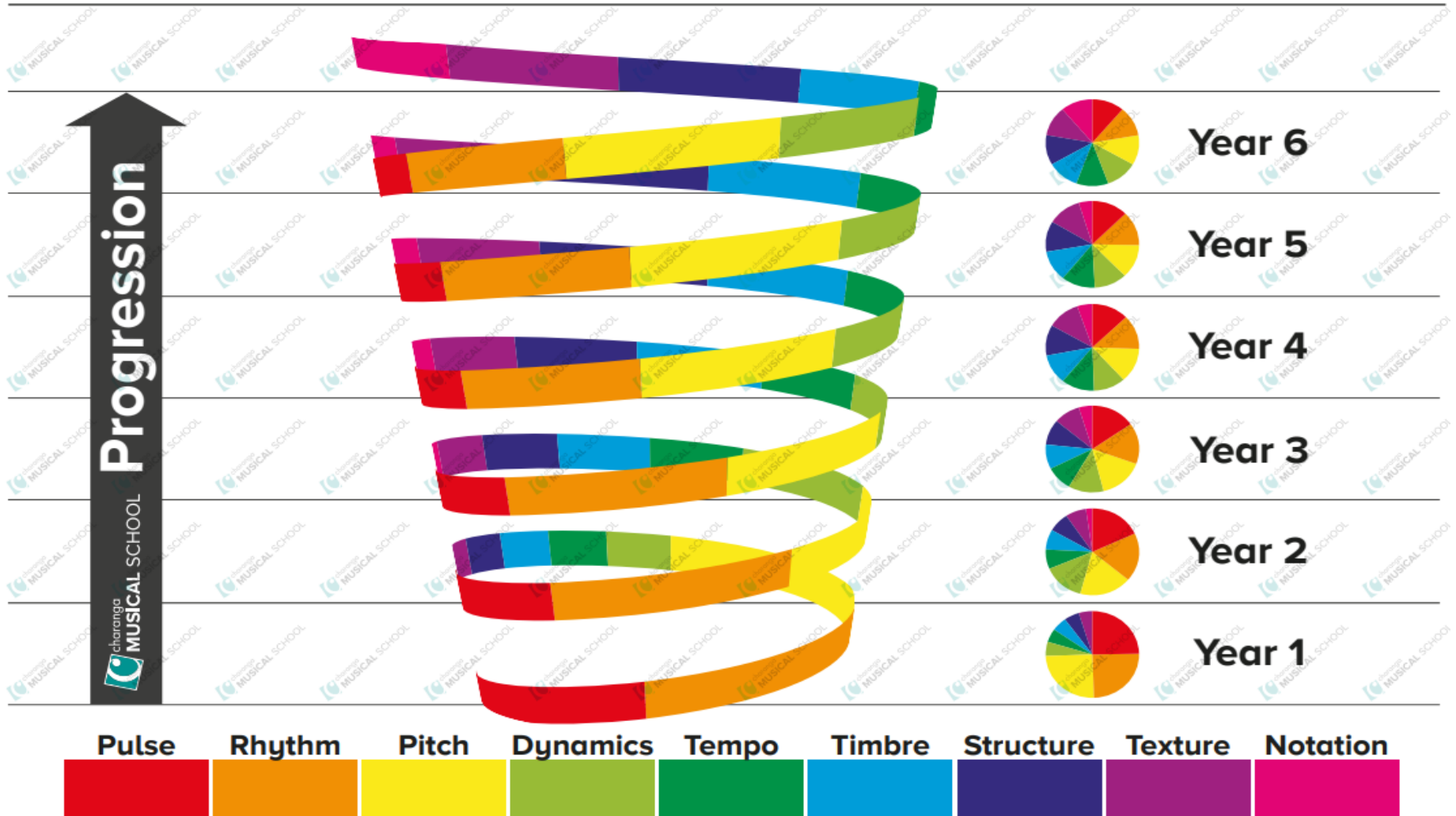
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Brookside Music Curriculum Sequencing

Knowledge & Skills – Year 1

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none">• 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>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>

Singing

Knowledge	Skills
<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<ul style="list-style-type: none">• 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 or say words in rhythm.• Learn to start and stop singing when following a leader

Playing

Knowledge	Skills
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Treat instruments carefully and with respect.• Play a tuned instrumental part with the song they perform.• Learn 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.

Brookside Music Curriculum Sequencing

Improvisation

Knowledge	Skills
<ul style="list-style-type: none">● 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>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none">1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.3. Improvise! – Take it in turns to improvise using one or two notes.

Composition

Knowledge	Skills
<ul style="list-style-type: none">● Composing is like writing a story with music.● Everyone can compose.	<ul style="list-style-type: none">● Help to 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.

Performance

Knowledge	Skills
<p>A performance is sharing music with other people, called an audience.</p>	<ul style="list-style-type: none">● Choose a song they have learnt from the Scheme and perform it.● They can add their ideas to the performance.● Record the performance and say how they were feeling about it.

Brookside Music Curriculum Sequencing

Knowledge & Skills – Year 2

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● 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.

Singing

Knowledge	Skills
<ul style="list-style-type: none">● To confidently know and sing five songs from memory.● To know that unison is everyone singing at the same time.● Songs include other ways of using the voice e.g., rapping (spoken word).● To know why we need to warm up our voices.	<ul style="list-style-type: none">● 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.

Playing

Knowledge	Skills
<ul style="list-style-type: none">● Learn the names of the notes in their instrumental part from memory or when written down.● Know the names of untuned percussion instruments played in class.	<ul style="list-style-type: none">● Treat instruments carefully and with respect.● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).● Play the part in time with the steady pulse.● Listen to and follow musical instructions from a leader.

Brookside Music Curriculum Sequencing

Improvisation

Knowledge	Skills
<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.● Everyone can improvise, and you can use one or two notes.	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none">1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.3. Improvise! – Take it in turns to improvise using one or two notes.

Composition

Knowledge	Skills
<ul style="list-style-type: none">● Composing is like writing a story with music.● Everyone can compose.	<ul style="list-style-type: none">● Help create three simple melodies with the Units using one, three or five different notes.● Learn how the notes of the composition can be written down and changed if necessary.

Performance

Knowledge	Skills
<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● Choose a song they have learnt from the Scheme and perform it.● They can add their ideas to the performance.● Record the performance and say how they were feeling about it.

Brookside Music Curriculum Sequencing

Knowledge & Skills – Year 3

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none">● 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:<ul style="list-style-type: none">○ Its 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">● 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.

Musical Activities: Singing

Knowledge	Skills
<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● To know why you must warm up your voice	<ul style="list-style-type: none">● 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.

Brookside Music Curriculum Sequencing

Musical Activities: Playing Instruments

Knowledge	Skills
<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)	<ul style="list-style-type: none">● To treat instruments carefully and with respect.● Play any one, or all of 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.

Brookside Music Curriculum Sequencing

Musical Activities: Improvisation

Knowledge	Skills
<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>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none">● Bronze Challenge:<ul style="list-style-type: none">○ Copy Back – Listen and sing back○ Play and Improvise – Using instruments, listen and play your own answer using one note.○ Improvise! – Take it in turns to improvise using one note.● Silver Challenge:<ul style="list-style-type: none">○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.○ Improvise! – Take it in turns to improvise using one or two notes.● Gold Challenge:<ul style="list-style-type: none">○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes.○ Improvise! – Take it in turns to improvise using three different notes.

Brookside Music Curriculum Sequencing

Musical Activities: Composition

Knowledge	Skills
<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.)	<ul style="list-style-type: none">● 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 composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).

Performance

Knowledge	Skills
<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	<ul style="list-style-type: none">● To choose what to perform and create a programme.● To communicate the meaning of the words and clearly articulate them.● To talk about the best place to be when performing and how to stand or sit.● To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Brookside Music Curriculum Sequencing

Knowledge & Skills – Year 4

Listen and Appraise

Knowledge	Skills
<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:</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">● To confidently identify and move to the pulse.● To talk about the musical dimensions working together in the Unit 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.

Singing

Knowledge	Skills
<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	<ul style="list-style-type: none">● 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.

Brookside Music Curriculum Sequencing

Playing

Knowledge	Skills
<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).• Other instruments they might play or be played in a band or orchestra or by their friends.	<ul style="list-style-type: none">• To treat instruments carefully and with respect.• Play anyone, 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.

Brookside Music Curriculum Sequencing

Improvisation

Knowledge	Skills
<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● To know that you can use some of the riffs you have heard in the Challenges in your improvisations	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none">● Bronze Challenge:<ul style="list-style-type: none">○ Copy Back – Listen and sing back melodic patterns.○ Play and Improvise – Using instruments, listen and play your own answer using one note.○ Improvise! – Take it in turns to improvise using one note.● Silver Challenge:<ul style="list-style-type: none">○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.○ Improvise! – Take it in turns to improvise using one or two notes.● Gold Challenge:<ul style="list-style-type: none">○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes.○ Improvise! – Take it in turns to improvise using three different notes.

Brookside Music Curriculum Sequencing

Composition

Knowledge	Skills
<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.)	<ul style="list-style-type: none">● Help create at least one simple melody using one, three or all 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 composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Knowledge	Skills
<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	<ul style="list-style-type: none">● To choose what to perform and create a programme.● Present a musical performance designed to capture the audience.● To communicate the meaning of the words and clearly articulate them.● To talk about the best place to be when performing and how to stand or sit.● To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Brookside Music Curriculum Sequencing

Knowledge & Skills – Year 5

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none">● 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 other songs from the Units in those styles.● To choose two or three other songs and be able to talk about:<ul style="list-style-type: none">○ Some of 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 and pitch)○ Identify the main sections of the songs (intro, verse, chorus etc.)○ Name some of the instruments they heard in the songs○ The historical context of the songs. What else was going on at this time?	<ul style="list-style-type: none">● 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.

Brookside Music Curriculum Sequencing

Singing

Knowledge	Skills
<ul style="list-style-type: none">● 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 about:<ul style="list-style-type: none">○ 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	<ul style="list-style-type: none">● To sing in unison and to sing backing vocals.● To enjoy exploring singing solo. To listen to the group when singing.● 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'.

Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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.

Improvisation

Knowledge	Skills
<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 ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations. ● To know three well-known improvising musicians 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

Composition

Knowledge	Skills
<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. ● 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 	<ul style="list-style-type: none"> ● 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).

Performance

Knowledge	Skills
<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 ● Everything that will be performed must be planned and learned. ● 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. ● A performance involves communicating ideas, thoughts and feelings about the song/music. 	<ul style="list-style-type: none"> ● 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 compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Knowledge & Skills – Year 6

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none">● To know five songs from memory, who sang or wrote them, when they were written and why?● 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:<ul style="list-style-type: none">○ 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	<ul style="list-style-type: none">● 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.

Brookside Music Curriculum Sequencing

Singing

Knowledge	Skills
<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● 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'.

Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.

Improvisation

Knowledge	Skills
<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, two or three 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 and licks you have learnt in the Challenges in your improvisations. ● To know three well-known improvising musicians 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

Composition

Knowledge	Skills
<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. ● 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 	<ul style="list-style-type: none"> ● 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).

Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with an audience with belief. ● A performance doesn't have to be a drama! It can be to one person or to each other. ● Everything that will be performed must be planned and learned. ● 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. ● A performance involves communicating ideas, thoughts and feelings about the song/music. 	<ul style="list-style-type: none"> ● 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 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 to be taught as years progress.

Musical Vocabulary: Years 1–6

Year 1

Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Year 2

Words you need to know: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

Year 3

Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Year 4

Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

Year 5

Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Year 6

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, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

Brookside Music Curriculum Sequencing

Where skills & objectives are taught.	KS1	KS2	
	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
Charanga Original Scheme	<p><u>Year A</u></p> <p>Autumn 1 – Hey You! Autumn 2 – Rhythm in the Way We Walk and Banana Rap Spring 1 – In the Groove Spring 2 – Round and Round Summer 1 – Your imagination Summer 2 – Reflect, Rewind and Replay</p> <p><u>Year B</u></p> <p>Autumn 1 – Hands, Feet, Heart Autumn 2 – Ho Ho Ho Spring 1 – I wanna play in a Band. Spring 2 – Zootime Summer 1 – Friendship Song Summer 2 – Reflect, Rewind and Replay</p>	<p><u>Year A</u></p> <p>Autumn 1 – Let your spirit fly Autumn 2 – Glockenspiel Stage 1 Spring 1 – Glockenspiel Stage 2 Spring 2 – The Dragon Song Summer 1 – Bringing us Together Summer 2 – Reflect, Rewind and Replay</p> <p><u>Year B</u></p> <p>Autumn 1 – Mamma Mia Autumn 2 – Three Little Birds Spring 1 – Stop! Spring 2 – Lean on Me Summer 1 – Blackbird Summer 2 – Reflect, Rewind and Replay</p>	<p><u>Year A</u></p> <p>Autumn 1 – Livin’ on a Prayer Autumn 2 – Classroom Jazz 1 Spring 1 – Classroom Jazz 2 Spring 2 – The Fresh prince of Bel-Air Summer 1 – Dancing in the Street Summer 2 – Reflect, Rewind and Replay</p> <p><u>Year B</u></p> <p>Autumn 1 – Happy Autumn 2 – Make you feel my Love Spring 1 – A New Year Carol Spring 2 – You’ve got a Friend Summer 1 – Music and Me Summer 2 – Reflect, Rewind and Replay</p>
Live Music Opportunities	Music Day each year with a different focus to provide the children with a wide range of opportunities to experience music from different styles. Performances from children learning to play musical instruments in assemblies. Guitar taught to Year 6		
Singing and Performing Opportunities	KS1 and KS2 performances each year where all Key Stages have the opportunity to sing and perform to the rest of the school and parents. Singing taught in singing assembly each week to develop their ability to sing and understand how to sing correctly. Choir – opportunities to learn new songs each week and to perform at least four times per year outside of school at The Christmas Big Sing, The Summer Big Sing, Festival of Voices and Bicester Festival.		