Mansfield Primary Academy- Music Curriculum

Throughout Music at Mansfield Primary Academy, we teach children to stimulate their curiosity through an interactive and practical curriculum combined with Charanga incorporating key concepts of Listening and Appraising, Musical Activities and Performing.

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| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | Me! | My Stories | Everyone! | Our World | Big Bear Funk | Reflect, Rewind and Replay. |
| **1** | Hey You! | Rhythm In The Way We Walk and Banana Rap | In The Groove | Round and Round | Your Imagination | Reflect, Rewind and Replay. |
| **2** | Hands, Feet, Heart | Ho Ho Ho | I Wanna Play In a Band | Zootime | Friendship Song | Reflect, Rewind and Replay. |
| **3** | Let Your Spirit Fly | Glockenspiel Stage 1 | Three Little Birds | The Dragon Song | Bringing Us Together | Reflect, Rewind and Replay. |
| **4** | Mamma Mia | Glockenspiel Stage 2 | Stop! | Lean On Me | Blackbird | Reflect, Rewind and Replay. |
| **5** | Livin’ On a Prayer | Classroom Jazz 1 | Make You Feel My Love | The Fresh Prince of Bel-Air | Dancing In The Street | Reflect, Rewind and Replay. |
| **6** | Happy | Classroom Jazz 2 | A New Year Carol | You’ve Got a Friend | Music and Me | Reflect, Rewind and Replay. |

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| **EYFS- Early Learning Goal for Understanding the World** |
| ELG 17 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. |

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| **Progression of Skills** | | | | | | | |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listen and Respond/Appraise** | - To learn that music can touch your feelings.  - To enjoy moving to music by dancing, marching, being animals or Pop stars. | - To learn how they can enjoy moving to music by dancing, marching, being  animals or pop stars. | - 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. | 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. | To confidently identify and move to the pulse.  - To talk about the musical dimensions working together in the Unit  songs eg 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. | 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. | - 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...?” |
| **Explore and Create** | - **Activity A Games Track**  Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.  - **Activity B Copycat Rhythm** Copy basic rhythm patterns of single words, building to short phrases from the song/s.  - **Activity C High and Low Explore** high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.  - **Activity D Create Your Own Sounds** Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.  - **Extension Activity** Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns. | There are progressive Warm-up Games and Challenges within each Unit that  embed pulse, rhythm and pitch. Children will complete the following in  relation to the main song :  **- Game 1 – Have Fun Finding The Pulse!**  Find the pulse. Choose an animal and find the pulse  **- Game 2 – Rhythm Copy Back**  Listen to the rhythm and clap back. Copy back short rhythmic phrases  based on words, with one and two syllables whilst marching to the  steady beat.  **- Game 3 – Rhythm Copy Back, Your Turn**  Create rhythms for others to copy  **- Game 4 – Pitch Copy Back and Vocal Warm-up 1**  Listen and sing back. Use your voices to copy back using ‘la’, whist  marching to the steady beat  **- Game 4a – Pitch Copy Back and Vocal Warm-up 2**  Listen and sing back, and some different vocal warm-ups. Use your  voices to copy back using ‘la’. | There are progressive Warm-up Games and Challenges within each Unit that  embed pulse, rhythm and pitch. Children will complete the following in  relation to the main song :  **- Game 1 – Have Fun Finding the Pulse!**  Find the pulse. Choose an animal and find the pulse.  **- Game 2 – Rhythm Copy Back**  Listen to the rhythm and clap back. Copy back short rhythmic phrases  based on words, with one and two syllables whilst marching the  steady beat.  **- Game 3 – Rhythm Copy Back, Your Turn**  Create rhythms for others to copy.  **- Game 4 – Pitch Copy Back and Vocal Warm-up 1**  Listen and sing back. Use your voices to copy back using ‘la’, whilst  marching the steady beat.  **- Game 4a – Pitch Copy Back and Vocal Warm-up 2**  Listen and sing back, and some different vocal warm-ups. Use your  voices to copy back using ‘la’. | Using the Warm up Games tracks provided, complete the Bronze, Silver and  Gold Challenges. Children will complete the following in relation to the main  song, using two notes:  1. **Find the Pulse**  2. **Rhythm Copy Back:**  a. **Bronze:** Clap and say back rhythms  b. **Silver:** Create your own simple rhythm patterns  c. **Gold:** Perhaps lead the class using their simple rhythms  3. **Pitch Copy Back Using 2 Notes**  a. **Bronze:** Copy back – ‘Listen and sing back’ (no notation)  b. **Silver:** Copy back with instruments, without then with notation  c. **Gold:** Copy back with instruments, without and then with  notation  4. **Pitch Copy Back and Vocal Warm-ups** | Using the Warm up Games tracks provided, complete the Bronze, Silver and  Gold Challenges. Children will complete the following in relation to the main  song, using two notes:  1. **Find the Pulse**  2. **Rhythm Copy Back:**  a. **Bronze:** Clap and say back rhythms  **b. Silver:** Create your own simple rhythm patterns  c. **Gold:** Perhaps lead the class using their simple rhythms  3. **Pitch Copy Back Using 2 Notes**  a. **Bronze:** Copy back – ‘Listen and sing back’ (no notation)  b. **Silver:** Copy back with instruments, without then with notation  c. **Gold:** Copy back with instruments, without and then with  notation  4. **Pitch Copy Back and Vocal Warm-ups** | Using the Warm up Games tracks provided, complete the Bronze, Silver and  Gold Challenges. Children will complete the following in relation to the main  song, using three notes:  **- Bronze Challenge**  - Find the pulse  - Copy back rhythms based on the words of the main song, that  include syncopation/off beat  - Copy back one-note riffs using simple and syncopated rhythm  patterns  **- Silver Challenge**  - Find the pulse  - Lead the class by inventing rhythms for others to copy back  - Copy back two-note riffs by ear and with notation  - Question and answer using two different notes  **- Gold Challenge**  - Find the pulse  - Lead the class by inventing rhythms for them to copy back  - Copy back three-note riffs by ear and with notation  - Question and answer using three different notes | Using the Warm up Games tracks provided, complete the Bronze, Silver and  Gold Challenges. Children will complete the following in relation to the main  song, using three notes:  **- Bronze Challenge**  - Find the pulse  - Copy back rhythms based on the words of the main song, that  include syncopation/off beat  - Copy back one-note riffs using simple and syncopated rhythm  patterns  **- Silver Challenge**  - Find the pulse  - Lead the class by inventing rhythms for others to copy back  - Copy back two-note riffs by ear and with notation  - Question and answer using two different notes  **- Gold Challenge**  - Find the pulse  - Lead the class by inventing rhythms for them to copy back  - Copy back three-note riffs by ear and with notation  - Question and answer using three different notes |
| **Singing** | - To sing along with a pre-recorded song and add actions.  - To sing along with the backing track. | - 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. | - 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. | - 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 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. | - 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’. | - 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’. |
| **Share and Perform** | - Perform any of the nursery rhymes by singing and adding actions or dance.  - Perform any nursery rhymes or songs adding a simple instrumental part.  - Record the performance to talk about | - 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. | 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. | 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. | 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. | 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. | - 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** |  | **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. | **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. | 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:  **- Bronze Challenge:**  - **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:**  - **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:**  - **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. | 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.  - **Bronze Challenge:**  - **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:**  - **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:**  - **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. | 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.  1. **Play and Copy Back**  - **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:  - **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:  - **Bronze** – Improvise using one note.  - **Silver** – Improvise using two notes.  - **Gold** – Improvise using three notes.  **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) | 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.  1. **Play and Copy Back**  - **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:  - **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:  - **Bronze** – Improvise using one note.  - **Silver** – Improvise using two notes.  - **Gold** – Improvise using three notes.  **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) |
| **Composition** |  | - 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. | - 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. | - 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). | - 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). | - 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). | - 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** |  | - 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. | - 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. | - 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. | - 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. | - 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...?” | - 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...?” |

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| **Progression of Vocabulary** | | | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | 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. | 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. | 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 | 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 | 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 | 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. |