



**Music at Chacewater School**

<p><b>Intent</b></p>	<p>Our intent at Chacewater School is to promote inspiration, ensure wide ranging access, and develop a love of music in the most diverse and widest appreciation possible. We want our children to learn through music, communicate through music, and consider themselves as musicians capable of learning at any point in their lives. We intend to deliver an exciting music curriculum and general ethos, covering a variety of genres, technical understanding, instrumental access. We aim to cover cultural diversity and music as a universal language through inclusivity, and demonstrate children’s talents and learning through performance opportunities, individual lesson opportunities and group projects.</p>
<p><b>Implementation</b></p>	<p>Music at our school is not only accessed through specific music lessons in class, but also in a number of other ways throughout the whole school experience.</p> <p>Through a weekly singing assembly, children at Chacewater develop their singing skills. They sing as a whole school as well as in Key Stages. The children learn to sing in parts, in canon, and with more skilled elements of dynamic and tonal development through singing a wide range of songs. The children at Chacewater sing a capella, as well as being accompanied by piano and sometimes other instruments such as viola. They learn aurally as well as from words, and perform at Christmas, Harvest, and in the Summer Show having learned the words by heart. Chacewater School encourages individuals who wish to sing solos at key shows to put themselves forward. They are also encouraged, in upper KS2, to influence decisions on arrangements of songs for performance. Singing is a key part of KS2 lessons, developing harmony singing, and also singing in the Cornish language, and in KS1 as a valuable learning tool to make learning memorable and fun!</p> <p>Every child in KS2 has the opportunity to learn an instrument. Class lessons with ukulele are lead by Jen Dyer. Children learn about a variety of stringed instruments alongside their knowledge of the families of instruments, and develop their skills through the Key Stage. The children are accompanied by Jen Dyer on viola or piano as they play together learning chord patterns, chord progressions, melodies and accompaniment. They learn all the elements of playing a ukulele in order to perform as a group, and to use these instruments to compose music in their own small groups.</p> <p>Children are able to access individual guitar, keyboard or drum lessons through the Cornwall music hub. All children who learn in instrument individual whether at school or home, are encouraged to share their learning at school,</p>

	<p>especially in the Spring term when we have a showcase concert. We also like to display certificates and celebrate achievement on a dedicated music board in the hall.</p>
<b>Impact</b>	<p>The expected impact of Chacewater School's music curriculum and general approach to music is that of a high quality and unique approach that inspires, exposes and developed a broad experience of music. We expect to produce children who have good general musicianship skills enabling them to participate in musical learning without fears of inability due to specialist knowledge, but with joy and excitement that can come from producing, listening to and being part of musical adventures in the future.</p> <p>Chacewater aims for the impact of learning music to be personalised to children, to nurture talents and skills and be accessible to every pupil. Results of musical learning will be visible, shared and celebrated in the community. Children will benefit from the use of quality resources, including specialist musical professionals, and high-quality music teaching.</p> <p>NC: Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>

## 'L E A P' Into Music at Chacewater

<p><b><u>L</u>ocal</b></p>	<p>Cornwall is very much represented through music at Chacewater. Through the teaching of how to play an instrument (the ukulele), children are taught through Cornish traditional music. They learn chord patterns which fit traditional tunes, and learn Cornish traditional dances which go alongside. When learning melody lines, one of the first is the tune to the Helston Flora Dance – a Cornish traditional tune which dates back centuries and is likely one of the oldest living traditions in the UK.</p> <p>Children also sing local carols at Christmas – Cornwall having produced a number of prolific composers, especially during the mining era, which are now sung around the world. The children are especially fond of the St Day Carol.</p> <p>Music is then placed geographically. While learning about local composers, tunes, bands and carols, the work completed in lessons and through the Great Composers work, links these to the music of other Celtic nations, other genres, and instruments throughout the world.</p> <p>Children at Chacewater also participate in local music events such as St Pirans' Day events, carol singing in Truro with other TPAT schools, and, when opportunities arise, music events with local venues such as the Hall for Cornwall.</p>
<p><b><u>E</u>ngaging</b></p>	<p>How do we make music memorable, exciting and hands-on at Chacewater?</p> <ul style="list-style-type: none"> <li>● Concerts, especially at Christmas and the Summer Show.</li> <li>● Opportunities to learn instruments: the ukulele in KS2, and new tuned/untuned percussion</li> <li>● Visits to perform at the Church and Village Hall (and further afield)</li> <li>● Musicians in school, including Jen Dyer</li> <li>● Whole school singing assemblies</li> </ul>
<p><b><u>A</u>spirring &amp; <u>A</u>mbitious</b></p>	<p>At Chacewater School, we want children to be inspired by a range of music and be open to exploring further with confidence. We want children not to think of the subject as elitist and difficult, but fun and accessible. We want children not just to learn music, but become musicians – learning by ear, performing with feeling, using music to express themselves.</p> <p>As children progress through the school, they aspire to be as good, or better, than the previous Y6! By giving the Y6 children say over the direction of their performances, and the lead roles, they always raise</p>

	<p>to the challenge and perform brilliantly. Children in younger year groups always look forward to having their turn. The ethos of all singing in assemblies, and singing well, spreads and sets a standard for all children.</p> <p>Teachers are encouraged to share their own favourite music, to bring a range of diversity to the children, as well as diversity and history through the study of great composers.</p> <p>We want the children to want to more music!</p>
<p><b><u>P</u>owerful &amp; purposeful</b></p>	<p>In music, for adults as well as children, reading standard written notation can pose a potential barrier to learning. Here at Chacewater, we teach through listening and learning by ear, but also teach standard written notation explicitly in each year group. We aim to create an ethos of easy access to all aspects of general musicianship.</p> <p>Music in itself is always powerful as a learning tool across all subjects. Music is present in all our lives – through radio, film, concerts, bands, and individual music. We aim to give children a broad understanding of its importance and to enjoy it as much as possible.</p> <p>Access for SEND children is also highly important at Chacewater School. Music can be accessed by all, regardless of need. Hearing impaired children in particular will still be able to access through visuals, feeling, and a range of technology. Should any child need additional requirements in order to access, provision would be made, and examples of hearing (or any other needs) musicians are easy to find to help inspire.</p>

## **JEN DYER – MUSIC SPECIALIST**

Chacewater School both recognises the importance of all teachers (music specialists or not) teaching music and sharing their own personal enjoyment of particular genres, bands, instruments etc, as well as understanding the impact of the teaching of a music specialist on the education of children. Music truly can be taught be everyone, and Chacewater uses resources such as SingUp.com and Music Express to guide. Chacewater School also employs Jen Dyer, a music professional and qualified primary teacher to lead and support music teaching across the school.

Jen Dyer is a grade 8 musician, skilled in viola, piano and singing. She has toured nationally and internationally with her music, playing in a number of highly regarded festivals and venues including the Lorient Interceltic Festival, France, The Royal Albert Hall, London, venues in Scotland, Spain, Belgium, Ireland,

and local venues such as the Hall for Cornwall and Minack Theatre to name but a few. She has recorded as a guest musician on a wide range of albums and works closely with local studios, bands and artists.

Currently, Jen performs with Neil Davey in a duo called Davey&Dyer. Davey&Dyer's background and area of expertise is in Cornish Celtic music. We feel passionately that children living in Cornwall should know their past and understand the present strengths in Cornish identity through its own traditional music and song. They will listen evaluatively through identification of rhythms (to dance traditional Cornish dances too), imaginatively (by drawing images of things the tunes remind them of), and in relation to other musical genres. Through learning the ukulele, as well as using tuned and untuned percussion, children at Chacewater School will also perform as a whole class, individually and in groups both at a class level, and to wider audiences.

## **SINGING and ASSEMBLIES**

NC: Pupils learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

NC: Pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

Through a weekly singing assembly, children at Chacewater develop their singing skills. They sing as a whole school as well as in Key Stages. The children learn to sing in parts, in canon, and with more skilled elements of dynamic and tonal development through singing a wide range of songs. The children at Chacewater sing a capella, as well as being accompanied by piano, viola and recorded music. They learn aurally as well as from words, and perform at Christmas, Harvest, and in the Summer Show having learned the words by heart. Chacewater School encourages individuals who wish to sing solos at key shows to put themselves forward. They are also encouraged, in upper KS2, to influence decisions on arrangements of songs for performance. Singing is also a key part of KS2 lessons, developing harmony singing, and also singing in the Cornish language.

Assemblies begin and end with music to encourage quiet reflection and a change in atmosphere. The music chosen is based on 'Chacewater's: Great Composers' pack. The National Curriculum makes reference to music from 'great composers', as well as history of music. Although it does also state that a wide range of composers be studied, a standard internet search under this heading will invariably lead to only a narrow definition of 'great composers' – that of the classical composers such as Mozart and Beethoven. Whilst it is undeniable that there are indeed great composers, Chacewater School feels passionately that children should have a much broader introduction to the world and that this should be shared in music just as much as in any other subject. This pack, therefore, seeks to introduce children to a selection of great composers from a wide range of musical genres and traditions. School

should be the place where children are exposed to different and exciting music that they may not otherwise hear – as after all, we never know what our children could go on to achieve once they hear something that truly inspires.

Included in this, are musical composers related to wider school themes such as our participation whole-heartedly in Black History Month, for example.

Great Composers. Two-Year Rolling Programme.

Year 1.	Year 2.
Autumn 1: Gustav Holst – The Planets (Classical)	Autumn 1: Tracy Chapman (Folk/Americana)
Autumn 2: Louis Armstrong (Jazz)	Autumn 2: Jamie Cullum (Jazz)
Spring 1: Celtic Music (Celtic)	Spring 1: Brahms (Classical)
Spring 2: Dolly Parton (Country)	Spring 2: Local Bands (Variety)
Summer 1: Mozart (Classical)	Summer 1: Beethoven (Classical)
Summer 2: John Williams (Film)	Summer 2: Bob Marley (Reggae)

NC: Pupils appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

NC: Pupils develop an understanding of the history of music.

## PERFORMANCE VENUES

Children at Chacewater School benefit from use of local community performance venues. It is well-known that if you have an occasion to practice for, and a stage to frame the performance, the level and quality of the finished product will be enhanced. Much in the same way as completing a piece of artwork for a particular purpose and having it presented in a nice frame, music with a purpose and presentation raises it's game too. Children perform at the local church for Harvest and Christmas performances. These are very well attended events by families, and the performances given by the children are of a very high standard. In the Summer, children perform in the Chacewater Village Hall on a proper stage with lighting, ambient mics, curtains, backstage areas etc. Their performance, both in singing and acting skills are greatly increased by these experiences.

## **KS2: UKUELE**

NC: Pupils understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

NC: Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Every child in KS2 has the opportunity to learn an instrument. Class lessons with ukulele are lead by Jen. Children learn about these stringed instruments alongside their knowledge of the string family, and develop their skills through the Key Stage. Davey&Dyer are able to accompany the children as they play together learning chord patterns, chord progressions, melodies and accompaniment. They learn all the elements of playing a ukulele in order to perform as a group, and to use these instruments to compose music in their own small groups.

Through demonstration and practice, children at Chacewater School focus on each of these elements in both singing and instrumental work. The progression of understanding about pitch, for example, begins with the understanding of the function of the pegs on the ukulele, up to where the child can hear that their ukulele is out of tune and request assistance in tuning it or even begin to tune it themselves. Davey&Dyer encourage learning by ear as well as from standard written notation. Again, the progression for most children will be detailed below, however, those that are learning instruments outside of these lessons are often able to adapt their knowledge to learning the ukulele and can progress further. With both the ukuleles and voices, the elements of music are discussed at regular intervals and developed when improving performances and creating new music.



## Chacewater School Music Focus Map

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>EYFS</u>	Explore sounds outside. Learn songs to help with everyday routines.	Learn songs to sing in a performance (nativity).	Use hands and feet to play singing games.	Explore some of the untuned percussion instruments in the school to add to singing.	Listen to music and respond to it in different ways, ie dance.	Singing songs and games. Participate in whole school assembly songs. Play listening games.
<u>National Curriculum for KS1+2</u>	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.					
	<ul style="list-style-type: none"> <li>☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>☑ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>		<ul style="list-style-type: none"> <li>☑ use and understand staff and other musical notations</li> <li>☑ listen with attention to detail and recall sounds with increasing aural memory</li> <li>☑ develop an understanding of the history of music.</li> </ul>		<ul style="list-style-type: none"> <li>☑ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>☑ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> </ul>	
<u>Year 1</u>	Develop listening skills and recognition of instruments and their families.	Learn songs for performance (nativity). Learn about the structure of songs.	Begin to use picture notation. Understand duration of notes.	Composition. Develop notation skills and use objects to create patterns.	Use technology to capture sounds. Add sounds to songs.	Learn songs for performance: rounds, question and answer (call and

						response), and use of dynamics.
<u>Year 2</u>	Develop listening skills and recognition of instruments within songs.	Learn songs for performance (nativity). Learn about the structure of songs and about the texture of music.	Use picture notation to compose and share music. Understand the duration of notes.	Composition. Begin to use untuned percussion to compose and play	Use technology to capture sounds. Add sound effects to stories.	Begin to learn to play a tuned, melodic instrument: the recorder.
<u>Years 3456</u>	Play tuned, melodic instrument: ukulele. Learn chords, tunes and be able to perform.	Sing songs with confidence and skill. Perform songs in front of parent audience at concert.	Learn about notation – standard written and others. Use musical terms in relation to music: pitch, tempo, dynamics, texture.	Play, improvise and compose music using instruments from home and school. Work towards performances in front of others.	Use a variety of music technology programmes to learn how to manipulate sounds on computers.	Confidently sing songs in a variety of styles and perform to a high standard in front of others.

## Reception

In EYFS we aim to introduce music to children by way of listening skills, singing, and beginning to have control over sounds and choices in sounds through the un-tuned percussion. Children will be encouraged to explore sounds both naturally occurring in the environment, made by themselves, and produced on instruments and electronically. Singing together is the foundation of learning musical skills, and as well as helping enhance memory and being highly enjoyable, it is the bedrock on which music is taught here at Chacewater School. Children in EYFS also participate in singing with the whole school after their first term, and when they begin to join whole school assemblies.

Autumn	Spring	Summer
<ul style="list-style-type: none"><li>● Explore sounds outside.</li><li>● Learn songs to help with everyday routines.</li><li>● Sing songs and nursery rhymes.</li><li>● Listen to music when completing activities such as changing for PE.</li><li>● Play listening games.</li><li>● Learn songs to sing at a performance (nativity).</li><li>● Play instruments made out of outdoor equipment.</li><li>● Sing inside and outside. Learn songs that help with number work.</li></ul>	<ul style="list-style-type: none"><li>● Use hands and feet to add to singing games.</li><li>● Learn songs that help with learning.</li><li>● Play listening games and clapping games.</li><li>● Explore some of the school untuned percussion such as shakey eggs, triangles and guiros.</li><li>● Play simple rhythms along with chants and songs.</li></ul>	<ul style="list-style-type: none"><li>● Listen to music for dancing.</li><li>● Respond to music as it changes speed and volume.</li><li>● Enjoy different types of music when completing different activities.</li><li>● Sing songs in games.</li><li>● Sing songs in front of other classes. Participate in whole school assembly songs.</li><li>● Play listening games and clapping games. Listen to music for a variety of activities.</li><li>● Dance to music.</li><li>● Start to choose music that you enjoy!</li></ul>

## Year 1

Children in Year 1 continue to explore music building on EYFS aims and objectives. They will be focusing on developing the fundamental skills associated with music, such as great listening ability, and harbouring a love of singing with a varied song bank. They will explore picture notation and begin to use technology to capture sounds.

Each music session will include listening skills activities, and singing songs. These will form the basis of musical learning and help to focus the child on accessing memory associated with rhythm, pulse and the creative elements of music. Songs will have cross-over with mathematics, phonics and learning from other subjects. Nursery rhymes and play songs will also predominantly feature here.

	Autumn	Spring	Summer
<b><u>Vocabulary</u></b>	Instruments, percussion, violin, double bass, drum, cymbal, timpani, guitar, pulse.	Patterns, notation, short/long, rest.	Sound effects, record, untuned percussion.
<b><u>Objectives</u></b>	<ul style="list-style-type: none"> <li>• Be able to recognise sounds of school untuned percussion instruments and begin to learn to play them.</li> <li>• Be able to recognise and name school untuned instruments. Be able to recognise stringed instruments: violin, double bass, and guitar.</li> <li>• Be able to recognise and name the sounds of some woodwind instruments: clarinet, flute and oboe.</li> <li>• Be able to recognise and name the sounds of some percussion instruments: bass drum, snare drum, cymbal and timpani.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to link a sound to a picture/symbol. Make and play a simple pattern of 4 symbols (max 2 different untuned percussion instruments).</li> <li>• Be able to recognise that silence in music need to be marked and make up a new symbol for that.</li> <li>• Be able to make patterns of 2 different symbols for music and add in the new 'rest' symbol.</li> <li>• Listen for which pattern might be played – musical bingo. Be able to use symbols for picture notation with songs like Old Macdonald – animal images for animal sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to listen to a story and talk about the sound effects that might make it more exciting.</li> <li>• Be able to choose where and when to put sound effects into a known song. Be able to choose untuned instruments to make the right sound.</li> <li>• Be able to start learning how to record sounds to add to a known story. Use iPads to record sound effects.</li> <li>• Be able to play sound effects on iPads (already recorded) to add to a known story.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to start organising instruments into families: hit scrape, bang and blow.</li> <li>• Be able to listen to a new instrument (such as a ukulele) and place it in an instrument family. Discuss where a piano would fit.</li> <li>• Be able to talk about memories of nativity performances from EYFS (and Y1), and talk about what needs to be learned: songs and words and how to perform!</li> <li>• Be able to start learning song words for the nativity.</li> <li>• Be able to understand different learning and memory skills: learning by listening, learning by reading, learning by repeating.</li> <li>• Be able to recognise the key vocabulary associated with songs: chorus, verse, introduction, repeat, ending.</li> <li>• Be able to begin to discuss the pitch of songs: use hands/body's to show high and low. Use a slidy-whistle and trombone to demonstrate (online or videos etc).</li> <li>• Be able to sing a number of songs confidently and perform to each other and as part of a Christmas performance. (Record children's singing and put on school website)</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to talk about long and short sounds in music. Adapt symbols to account for making the sound longer or shorter.</li> <li>• Be able to choose sounds and symbols to make a short pattern. Use untuned percussion instruments as well as animal sounds.</li> <li>• Be able to link a sound to a picture/symbol. Make and play a simple pattern of 4 symbols (max 2 different untuned percussion instruments).</li> <li>• Be able to recognise that silence in music need to be marked and make up a new symbol for that.</li> <li>• Be able to make patterns of 2 different symbols for music and add in the new 'rest' symbol. Listen for which pattern might be played – musical bingo. Be able to use symbols for picture notation with songs like Old Macdonald – animal images for animal sounds. Be able to talk about long and short sounds in music. Adapt symbols to account for making the sound longer or shorter. Be able to choose sounds and symbols to make a short pattern. Use untuned percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to record sound effects, animal noises, untuned percussion etc to add to a known song.</li> <li>• Be able to perform as a class, a known song or story, with added recorded sound effects/noises.</li> <li>• Be able to learn and sing simple songs in rounds. 2 groups. Be able to describe what a round is.</li> <li>• Be able to sing in rounds with 3 parts.</li> <li>• Be able to learn and sing question and answer (call and response) songs, taking part in both sides.</li> <li>• Be able to feel the pulse of a question and answer song, and add body percussion whilst singing.</li> <li>• Be able to practice a selection of rounds and question and answer songs ready for performance. Begin to make suggestions about how to improve performance technique: standing positions, arrangements etc</li> <li>• Be able to perform rounds and question and answer songs to another class.</li> <li>• Be able to record performance songs, listening back to celebrate. Begin to discuss what makes rounds and question/answer songs fun to participate in.</li> </ul>
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	<ul style="list-style-type: none"><li>• Be able to listen back to own singing and celebrate achievements of performance. Talk about how it felt to sing together and how the audience might have felt.</li></ul>	instruments as well as animal sounds.	
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## Year 2

Each music session will include listening skills activities, and singing songs. These will form the basis of musical learning and help to focus the child on accessing memory associated with rhythm, pulse and the creative elements of music. Songs will have cross-over with mathematics, phonics and learning from other subjects. Nursery rhymes and play songs will also predominantly feature here.

	Autumn	Spring	Summer
<b><u>Vocabulary</u></b>	Instrument families, pitch, timbre, untuned percussion, musicians.	Picture notation, symbol, pattern, duration, long/short sounds, recall, dynamics, loud/quiet.	Sound effects, enhance, symbols, recording, presenting, sustained note, breath, tune, melody.
<b><u>Objectives</u></b>	<p>Be able to recall instrument families from Y1 work and describe how they make their sounds: hit, scrape, bang and blow. Investigate any new instruments they can name.</p> <p style="text-align: center;">Be able to recognise which 2 instruments they can hear at the same time. Instrument families focus. Describe sounds: high/low (pitch), sharp/long/scratchy (timbre) Be able to recognise which 2 instruments they can hear at the same time. What can they hear in the composer of the terms music? (Including watching musicians on YouTube or similar.) Describe sounds: high/low (pitch), sharp/long/scratchy (timbre)</p> <p style="text-align: center;">Begin to recognise which 2 or 3 instruments they can hear at the same time – musical bingo. Be able to add 2 untuned percussion instruments to known songs – as a class. Play along with the pulse.</p>	<ul style="list-style-type: none"> <li>• Be able to link sounds to a picture/symbol. Make own symbols for a range of untuned percussion instruments.</li> <li>• Be able to play own and others' patterns of music using picture/symbol notation.</li> <li>• Be able to add notation to a song like Old Macdonald had a zoo – using symbols for animals. Consider long and short sounds for animals.</li> <li>• Be able to listen to Peter and The Wolf – an make symbols for instruments. Put symbols in order based on what they can hear in the tune.</li> <li>• Be able to make masks for the animals in Peter and The Wolf. Place themselves in order and react to the music – fast/slow/high/low etc wearing the masks.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to listen to a story and decide (individually) on where and what sound effects might enhance the story.</li> <li>• Be able to map out, using symbols, the sound effects needed, and record them to present in a story.</li> <li>• Be able to play sound effects on iPads (already recorded) to add to a known story.</li> <li>• Be able to record sound effects, animal noises, untuned percussion etc to add to a known song.</li> <li>• Be able to perform as a class, a known song or story, with added recorded sound effects/noises.</li> <li>• Be able to listen to professionally recorded stories and recognise sound effects used.</li> <li>• Be able to talk about how this adds to the enjoyment of the listener.</li> </ul>

	<p>Be able to add 2 untuned percussion instruments to known songs. Perform to another class. Record to add to the class website.</p> <p>Be able to talk about memories of nativity performances from EYFS (and Y1), and talk about what needs to be learned: songs and words and how to perform! Be able to start learning song words for the nativity.</p> <p>Be able to understand different learning and memory skills: learning by listening, learning by reading, learning by repeating. Be able to recognise the key vocabulary associated with songs: chorus, verse, introduction, repeat, ending.</p> <p>Be able to begin to discuss the pitch of songs: use hands/body to show high and low. Use a slidy-whistle and trombone to demonstrate (online or videos etc). Be able to sing a number of songs confidently and perform to each other and as part of a Christmas performance. (Record children's singing and put on school website) Be able to listen back to own singing and celebrate achievements of performance. Talk about how it felt to sing together and how the audience might have felt.</p>	<ul style="list-style-type: none"> <li>• Be able to talk about the benefits of writing music down – who might learn their music? How do we know about music from years ago before computers?</li> <li>• Be able to recall how to make sound map journeys. Make a simple sound journey based on outside sounds, and using symbols.</li> <li>• Be able to make a pattern of 2 sounds at the same time. Start to use uniformed symbols that others in the class can understand.</li> <li>• Be able to consider instruments that could represent outside sounds, such as a shakey egg for the wind etc.</li> <li>• Be able to make a pattern of symbols using untuned percussion, and follow it. Get another classmate to follow your pattern - does it sound the same?</li> <li>• Be able to consider adding dynamics to patterns of symbols. How could we get each other to play louder or quieter? Use standard and own dynamic symbols. Watch conductors of big orchestras online.</li> <li>• Be able to 'conduct' a group of pupils, or the whole class, to perform your music. Create a</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to talk about how a recorder makes sounds, and what changes the sounds: blowing harder or softer, covering the holes etc.</li> <li>• Be able to blow the recorder softly to get a sustained, tuneful note.</li> <li>• Be able to play a 'b' in a tuneful, pulse and for a specified number of times. (1 finger covering the first hole.</li> <li>• Be able to play a 'b' and an 'a' on the recorder. Make up simple patterns and playing with a sustained breath.</li> <li>• Be able to play 'b', 'a' and 'g' notes on the recorder. Play in simple patters and with a sustained breath.</li> <li>• Be able to learn a simple song, such as Mary Had A Little Lamb, on recorder. Play with emphasis on making a good sound, staying together as a group, and making each note sound correctly in the recorder.</li> <li>• Be able to perform simple songs on the recorder to another class, or the whole school. Record songs to share on the school website.</li> </ul>
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		pattern of symbols, including dynamics.	
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## Year 3

	Autumn	Spring	Summer
<b><u>Theme</u></b>	Beginning to learn the ukulele. Learning to listen and play together as a group. Performing singing at the Christmas concert.	Music theory. Considering wider music genres and own experiences with relation to engaging with and enjoying music.	Performance and Technology - with a focus on a summer performance, considering singing and demonstrating excellent general musicianship skills.
<b><u>Vocabulary</u></b>	Inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations		
<b><u>Objectives</u></b>	<p><i>Introduction to ukuleles: label, name, hold, relate to other stringed instruments.</i></p> <p><i>Be able to copy and repeat patterns of rhythm.</i></p> <p><i>Know the difference between pluck and strum.</i></p> <p><i>Begin to understand the chord of c.</i></p> <p><i>Know how to read a chord box and find the chord of c.</i></p> <p><i>Be able to work out how to change from the chord of c to a.m.</i></p> <p><i>Be able to play, in time, with a group, changing chord when needed.</i></p> <p><i>Create a pattern and perform to the class.</i></p> <p><i>Perform and record a piece on the ukulele to share on Soundcloud.</i></p> <p><i>Begin singing: Singing performance and recording.</i></p> <p><i>Be able to learn song words – including structures of songs.</i></p>	<p><i>Understand that ‘Standard Written Notation’ is a universal way of writing music for other people to read and play.</i></p> <p><i>Be able to name and recognise the one-beat note: crotchet.</i></p> <p><i>Be able to draw it, and find it in written music.</i></p> <p><i>Be able to make patterns of one-beat notes in a bar of 4, (initially not on the staff).</i></p> <p><i>Know how to clap simple rhythms made up of crotchets, and crotchet rests.</i></p> <p><i>Be able to make longer patterns of crotchets and crotchet rests.</i></p> <p><i>Be able to work as a team to play/clap rhythms together.</i></p> <p><i>Be able to create more than one pattern and play them at the same time as others to create layers of rhythm.</i></p> <p><i>Be able to use percussion instruments and standard notation to compose.</i></p> <p><i>Know how to play together by counting in and following the music.</i></p>	<p><i>Be able to open and access: Tonematrix (audiotool.com)</i></p> <p><i>Understand how the basic tools work.</i></p> <p><i>Use Tonematrix to be able to create repeated patterns of music.</i></p> <p><i>Use Tonematrix to be able to demonstrate pitch changes.</i></p> <p><i>Be able to open and access: Chrome Music Lab (chromeexperiments.com)</i></p> <p><i>Understand how the basic tools work – use the ‘Rhythm’ game to start.</i></p> <p><i>Use Chrome Music Lab to manipulate sounds with the ‘Strings’ game.</i></p> <p><i>Use Chrome Music Lab to manipulate sounds with the ‘Spectograph’ game.</i></p> <p><i>Begin singing: Singing performance and recording</i></p> <p><i>Be able to learn song words – including structures of songs.</i></p> <p><i>Be able to learn song words – including parts.</i></p>

	<p><i>Be able to learn song words – including parts.</i></p> <p><i>Be able to learn song words and performance techniques.</i></p> <p><i>Be able to learn song words and voice projection in different acoustics.</i></p> <p><i>Recognise how to critique performance and improve.</i></p> <p><i>Be able to confidently sing as part of a large group in front of an audience.</i></p>	<p><i>Record performances.</i></p> <p><i>Share successes and critically evaluate compositions.</i></p> <p><i>Understand that there are different genres of music and name them.</i></p> <p><i>Be able to discuss own tastes in music related to genres.</i></p> <p><i>Begin to recognise why it's hard to share own tastes sometimes.</i></p> <p><i>Be able to share knowledge of different instruments – and group into classical, folk, jazz etc</i></p> <p><i>Be able to share instruments played by individuals learned at home and form groups to play together in school using variety of instruments.</i></p> <p><i>Discuss the term 'timbre'.</i></p> <p><i>Understand how to build music using different skills.</i></p> <p><i>Be able to rehearse group performance, Understand how different bands create an image through their artwork/promo materials.</i></p> <p><i>Be able to record performances and design album artwork.</i></p> <p><i>Be able to confidently perform in front of others.</i></p>	<p><i>Be able to learn song words and performance techniques.</i></p> <p><i>Be able to learn song words and voice projection in different acoustics.</i></p> <p><i>Recognise how to critique performance and improve.</i></p> <p><i>Be able to confidently sing as part of a large group in front of an audience.</i></p>
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## Year 4

	Autumn	Spring	Summer
<b><u>Theme</u></b>	Playing the ukulele with increased skill. Performing singing, including opportunities for arranging and individual performances at the Christmas concert.	Music theory. Considering wider music genres and own experiences with relation to engaging with and enjoying music.	Performance and Technology - With a focus on a Summer performance demonstrating excellent general musicianship skills.
<b><u>Vocabulary</u></b>	Inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations		
<b><u>Objectives</u></b>	<p><i>Ukulele: rhythms and percussion. Recap chord boxes, and the chords of c and a.m., introduce f. Be able to change chords and play along with a number of different tunes. Understand time signatures: <math>\frac{3}{4}</math> and <math>\frac{4}{4}</math>. Play with different rhythms to accompany tunes. When plucking, to be able to play a simple melody line. Melody line: Helston. Understand how to practice a skill in order to improve own performance. Create and share music in small groups. Perform and record a piece on the ukulele to share on Soundcloud.</i></p> <p><i>Begin singing: Singing performance and recording. Be able to learn song words – including structures of songs.</i></p>	<p><i>Understand that ‘Standard Written Notation’ is a universal way of writing music for other people to read and play. Be able to recap previous work on crotchets and rests. Be able to name and recognise the half-beat note: quaver. Be able to draw it, and find it in written music. Be able to make patterns of one-beat notes and half-beat notes in a bar of 4, (initially not on the staff). Know how to clap simple rhythms made up of crotchets, quavers and their rests. Be able to make longer patterns of crotchets, quavers and rests. Be able to work as a team to play/clap rhythms together. Be able to create more than one pattern and play them at the same time as others to create layers of rhythm. Be able to use percussion instruments and standard notation to compose.</i></p>	<p><i>Be able to open and access: Chrome Music Lab (chromeexperiments.com) Understand how the basic tools work – use the ‘Soundwaves’ game. Use Chrome Music Lab to manipulate sounds with the ‘Melody Maker’ game. Use Chrome Music Lab to manipulate sounds with the ‘Chords game’. Understand the link between this and the chords we learn on the ukulele. Be able to open and access: Theremin - Play your own musical synth with delay, feedback &amp; scuzz (femurdesign.com) Understand what the ‘feedback’ button does to sounds. Use Theremin to learn about the effects of digital ‘delay’ on sounds. Use Theremin to learn about the effects of ‘Scuzz’ on sounds created. Begin singing: Singing performance and recording</i></p>

	<p><i>Be able to learn song words – including parts.</i></p> <p><i>Be able to learn song words and performance techniques.</i></p> <p><i>Be able to learn song words and voice projection in different acoustics.</i></p> <p><i>Recognise how to critique performance and improve.</i></p> <p><i>Be able to confidently sing as part of a large group in front of an audience.</i></p>	<p><i>Know how to play together by counting in and following the music. Record performances. Share successes and critically evaluate compositions.</i></p> <p><i>Understand that there are different genres of music and name them.</i></p> <p><i>Be able to discuss own tastes in music related to genres.</i></p> <p><i>Begin to recognise why it's hard to share own tastes sometimes.</i></p> <p><i>Be able to share knowledge of different instruments – and group into classical, folk, jazz etc</i></p> <p><i>Be able to share instruments played by individuals learned at home and form groups to play together in school using variety of instruments.</i></p> <p><i>Discuss the term 'timbre'.</i></p> <p><i>Understand how to build music using different skills.</i></p> <p><i>Be able to rehearse group performance, Understand how different bands create an image through their artwork/promo materials.</i></p> <p><i>Be able to record performances and design album artwork.</i></p> <p><i>Be able to confidently perform in front of others.</i></p>	<p><i>Be able to learn song words – including structures of songs.</i></p> <p><i>Be able to learn song words – including parts.</i></p> <p><i>Be able to learn song words and performance techniques.</i></p> <p><i>Be able to learn song words and voice projection in different acoustics.</i></p> <p><i>Recognise how to critique performance and improve.</i></p> <p><i>Be able to confidently sing as part of a large group in front of an audience.</i></p>
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## Year 5

	Autumn	Spring	Summer
<b><u>Theme</u></b>	Playing the ukulele with increased skill. Performing singing, including opportunities for arranging and individual performances at the Christmas concert.	Music theory. Considering wider music genres and own experiences with relation to engaging with and enjoying music.	Performance and Technology - With a focus on the Summer Show and demonstrating excellent general musicianship skills.
<b><u>Vocabulary</u></b>	Inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations		
<b><u>Objectives</u></b>	<p><i>Recap chord boxes: c, am, f and introduce g7</i></p> <p><i>Be able to change chords and play along with a number of different tunes.</i></p> <p><i>Understand time signatures: ¾ and 4/4, and the difference between straight and 'swung' rhythms.</i></p> <p><i>Play with different rhythms to accompany tunes.</i></p> <p><i>When plucking, to be able to play a simple melody line. Melody line: Helston and 2 groups.</i></p> <p><i>Understand how to practice a skill in order to improve own performance.</i></p> <p><i>Create and share music in small groups.</i></p> <p><i>Perform and record a piece on the ukulele to share on Soundcloud.</i></p> <p><i>Singing performance. Be able to learn a number of songs by heart – recognising song structure.</i></p>	<p><i>Understand the word 'pitch' in relation to music.</i></p> <p><i>Be able to recap previous music on standard written notation.</i></p> <p><i>Be able to recognise simple patterns in changing pitch on a stave.</i></p> <p><i>Understand the different clefs at the beginning of music and what they mean.</i></p> <p><i>Be able to draw them and identify the types of instruments that might use them.</i></p> <p><i>Be able to show understanding of the notes on the stave by learning mnemonics for notes on the lines and in the gaps. (for the treble clef)</i></p> <p><i>Be able to read notes on the stave – naming them and recognising the difference in different octaves of the same note.</i></p> <p><i>Be able to take notes on the stave and use them to work out the melody line on a glockenspiel.</i></p>	<p><i>Be able to open and access: Garage Band</i></p> <p><i>Singing performance. Be able to learn a number of songs by heart – recognising song structure.</i></p> <p><i>Be able to make decisions and adaptations to songs in order to improve performance.</i></p> <p><i>Understand qualities needed for individual performance and develop solo skills.</i></p> <p><i>Be able to hold harmony parts and sing with confidence.</i></p> <p><i>Be able to consider whole performance and improve on voice projection in larger acoustic spaces.</i></p> <p><i>Be able to sing with confidence and joy, leading KS2.</i></p> <p><i>Be able to sing songs by heart, in more than one part, in front of an audience.</i></p>

	<p><i>Be able to make decisions and adaptations to songs in order to improve performance. Understand qualities needed for individual performance and develop solo skills.</i></p> <p><i>Be able to hold harmony parts and sing with confidence.</i></p> <p><i>Be able to consider whole performance and improve on voice projection in larger acoustic spaces.</i></p> <p><i>Be able to sing with confidence and joy, leading KS2.</i></p> <p><i>Be able to sing songs by heart, in more than one part, in front of an audience.</i></p>	<p><i>Recognise what makes a good performance. Record performances and share successes with critical evaluation.</i></p> <p><i>Understand the key elements of different genres of music and name them. Be able to discuss own tastes in music related to genres.</i></p> <p><i>Be able to share knowledge of different instruments – and group into classical, folk, jazz etc.</i></p> <p><i>Be able to talk about the sounds made in terms of ‘timbre’ of instruments.</i></p> <p><i>Be able to share instruments played by individuals learned at home and form groups to play together in school using variety of instruments.</i></p> <p><i>Understand how to build music using different skills.</i></p> <p><i>Be able to rehearse group performance, including considering dynamics.</i></p> <p><i>Understand how different bands create an image through their artwork/promo materials.</i></p> <p><i>Be able to record performances and design album artwork.</i></p> <p><i>Be able to confidently perform in front of others.</i></p>	
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## Year 6

Year 6			
	Autumn	Spring	Summer
<b><u>Theme</u></b>	Playing the ukulele with increased skill. Performing singing, including opportunities for arranging and individual performances at the Christmas concert.	Music theory. Considering wider music genres and own experiences with relation to engaging with and enjoying music.	Performance and Technology - With a focus on the Summer Show, considering singing – especially individual roles – and demonstrating excellent general musicianship skills.
<b><u>Vocabulary</u></b>	Inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations		
<b><u>Objectives</u></b>	<p><i>Recap chord boxes: c, am, f and g7, introduce d7 and g.</i></p> <p><i>Be able to change chords and play along with a number of different tunes.</i></p> <p><i>Understand time signatures: <math>\frac{3}{4}</math> and 4/4, and the difference between straight and 'swung' rhythms. Play with different rhythms to accompany tunes.</i></p> <p><i>When plucking, to be able to play a simple melody line.</i></p> <p><i>Create melody lines. Learn surfing melody and 'Truro' tune.</i></p> <p><i>Understand how to practice a skill in order to improve own performance.</i></p> <p><i>Create and share music in small groups.</i></p> <p><i>Perform and record a piece on the ukulele to share on Soundcloud.</i></p> <p><i>Singing performance. Be able to learn a number of songs by heart – recognising song structure.</i></p>	<p><i>Be able to explain pitch in musical terms.</i></p> <p><i>Be able to recap previous work on pitch and standard written notation.</i></p> <p><i>Be able to recognise, draw and make patterns with 2-beat notes (semi-briefs) as well as semi-quavers (quarter beats) and the rests, as well as previously learned note durations.</i></p> <p><i>Be able to place notes on a staff (in the treble clef) using known durations and pitch knowledge. (Make a 1-bar pattern)</i></p> <p><i>Be able to recognise very simple well-known tunes (twinkle twinkle, baa baa black sheep, happy birthday) as standard written notation before playing them.</i></p> <p><i>Be able to compose music on a staff and be able to play it back accurately.</i></p> <p><i>Recognise what makes a good performance.</i></p> <p><i>Record performances and share successes with critical evaluation.</i></p>	<p><i>Be able to open and access: Garage Band</i></p> <p><i>Singing performance. Be able to learn a number of songs by heart – recognising song structure.</i></p> <p><i>Be able to make decisions and adaptations to songs in order to improve performance.</i></p> <p><i>Understand qualities needed for individual performance and develop solo skills.</i></p> <p><i>Be able to hold harmony parts and sing with confidence.</i></p> <p><i>Be able to consider whole performance and improve on voice projection in larger acoustic spaces.</i></p> <p><i>Be able to sing with confidence and joy, leading KS2.</i></p> <p><i>Be able to sing songs by heart, in more than one part, in front of an audience.</i></p>



	<p><i>Be able to make decisions and adaptations to songs in order to improve performance. Understand qualities needed for individual performance and develop solo skills. Be able to hold harmony parts and sing with confidence. Be able to consider whole performance and improve on voice projection in larger acoustic spaces. Be able to sing with confidence and joy, leading KS2. Be able to sing songs by heart, in more than one part, in front of an audience.</i></p>	<p><i>Understand the key elements of different genres of music and name them. Be able to discuss own tastes in music related to genres. Be able to share knowledge of different instruments – and group into classical, folk, jazz etc. Be able to talk about the sounds made in terms of ‘timbre’ of instruments. Be able to share instruments played by individuals learned at home and form groups to play together in school using variety of instruments. Understand how to build music using different skills. Be able to rehearse group performance, including considering dynamics. Understand how different bands create an image through their artwork/promo materials. Be able to record performances and design album artwork. Be able to confidently perform in front of others.</i></p>	
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