

St Mark's All-Through Curriculum Map for Music (KS1 – 3)

	Autumn	Spring	Summer		
EYFS	<u>Year R Music Foundations</u> <ul style="list-style-type: none"> - Begin to move rhythmically. - Imitate movement in response to music. - Tap out simple repeated rhythms. - Explore and learn how sounds can be changed. - Begin to build a repertoire of songs and dances. - Explores the different sounds of instruments. 				
	Early Learning Goal: -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. - Invent, adapt and recount narratives and stories with peers and their teacher (across the year).				
	Me! 1. Listen and Respond 2. Explore and Create - using voices only and finding the pulse. 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	My Stories 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	Everyone! 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	Our World 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	Big Bear Funk 1. Listen and Appraise a different piece of Funk music each week/step 2. Explore and Create using voices and classroom instruments 3. Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs 4. Share and Perform
Year 1					
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).					

Year 1	1.1 Autumn 1 - Hey You!	1.2 Spring 1 – In the Groove	1.3 Summer 2 - Round and Round
Style of Main Song	Old School Hip Hop	Blues, Baroque, Latin, Irish Folk, Funk	Bossa Nova
Unit Theme	How pulse, rhythm and pitch work together	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.
Listen and Appraise	Know what songs are about. Know and recognise the name of some instruments.	Know what songs are about. Know and recognise the name of some instruments.	Know what songs are about. Know and recognise the name of some instruments.
Find the Pulse! (through warm up games)	Know that pulse is the heartbeat of the music. What animal can they copy finding the pulse?	Find the pulse in different types of music. What animal can they be finding the pulse?	Use their imagination to find the pulse .
Rhythm (through warm up games)	-Copy and clap back rhythms - Clap the rhythm of their name - Make up their own rhythm	-Copy and clap back rhythms - Clap the rhythm of their name and favourite food. - Make up their own rhythms	-Copy and clap back rhythms - Clap the rhythm of their name and favourite animal - Make up their own rhythms
Pitch (through warm up games)	Pitch is High and Low Sounds.	Pitch is High and Low Sounds.	Pitch is High and Low Sounds.
Playing Instruments (Easy part) (medium part)	Know the names and use 1 or 2 notes... C C and G	Know the names and use 1 or 2 notes... C C and D	Know the names and use up to 3 notes... D D, F, and C
Improvise Know that improvising is making up your own tunes on the spot.	Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes C and G	Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes C and D	Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes D and E
Compose a simple melody using simple rhythms. Know that composing is like writing a story with music.	Choose from the notes: C and D Or C, D and E	Choose from the notes: C and D Or C, D and E	n/a
Perform and Share Know that a performance is sharing music with other people, called an audience.	A class performance of Hey You! Record, discuss and evaluate together.	A class performance of In the Groove. Record, discuss and evaluate together.	A class performance of Round and Round. Record, discuss and evaluate together.
Year 2			

Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 2	2.1 Autumn 1 – Hands, Feet, Heart	2.2 Spring 1 – I wanna be in a band	2.3 Summer 1 - Zootime
Style of Main Song	Afro pop, South African	Rock	Reggae
Unit Theme	South African Music	Playing together in a band	Reggae and animals
Listen and Appraise	Know some songs have a chorus/answer part. Know that songs have a musical style.	Know some songs have a chorus/answer part. Know that songs have a musical style.	Know some songs have a chorus/answer part. Know that songs have a musical style.
Find the Pulse! (through warm up games)	Know that pulse is the heartbeat of the music. What animal can they be with the pulse?	Know that pulse is the heartbeat of the music. You decide what you will be!	Know that pulse is the heartbeat of the music. Be an animal of your choice.
Rhythm (through warm up games)	-Copy and clap back rhythms - Clap the rhythm of their name - Make up their own rhythm Know that rhythms are different from the steady pulse.	-Copy and clap back rhythms - Clap the rhythm of their name and favourite food. - Make up their own rhythm Rhythm – long and short sounds of pattern over the pulse	-Copy and clap back rhythms - Clap the rhythm of their name and favourite animal. - Make up their own rhythm Rhythm – long and short sounds of pattern over the pulse
Pitch (through warm up games)	Pitch is High and Low Sounds. Know that we add pitch when we sing and play instruments.	Pitch is High and Low Sounds. Know that we add pitch when we sing and play instruments.	Pitch is High and Low Sounds. Know that we add pitch when we sing and play instruments.
Playing Instruments (Easy part) (medium part)	Learn the names of and use up to 3 notes... G or G, A, and C	Learn the names of and use up to 3 notes... F or D and C	Learn the names of and use up to 2 notes... C or C and D
Improvise Know that improvising is making up your own tunes on the spot.	Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes C and D	Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes F and G	Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes C and D
Compose a simple melody using simple rhythms Know that composing is like writing a story with music.	Choose from the notes: C and D or C, D and E	Choose from the notes: F and G or F, G and A	Choose from the notes: C and D or C, D and E

<p>Perform and Share Know that a performance is sharing music with other people, called an audience.</p>	<p>A class performance of Hands, Feet, Heart. Record, discuss and evaluate together.</p>	<p>Group performances of I Wanna Be in a Band. Record, discuss and evaluate together.</p>	<p>A class performance of Zootime. Record, discuss and evaluate together.</p>
<p>Year 3</p>			
<p>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</p>			
<p>Year 3</p>	<p>3.1 – Autumn 1 – Let your Spirit Fly</p>	<p>3.2 Spring 1 – Glockenspiel Stage 1 (Course)</p>	<p>3.3 Summer 1 – Three Little Birds (Bob Marley)</p>
<p>Style of Main Song</p>	<p>RnB</p>	<p>Mixed Styles</p>	<p>Reggae</p>
<p>Unit Theme</p>	<p>RnB and other styles</p>	<p>Exploring and Developing Playing Skills Learn to play and read the notation of C, D, E and F</p>	<p>Reggae and Animals</p>
<p>Listen and Appraise Musical dimensions to be identified in the song. Be able to talk about the Lyrics: what the song is about. Discuss how the music makes them feel.</p>	<p>Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is</p>	<p>Learn to Play: Easy E Strictly D Drive D-E-F-inutely Roundabout March of the Golden Guards Portsmouth</p>	<p>Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is. Name the main sections of the song (introduction, Verse Chorus)</p>
<p>Warm up Games Progressive challenges within each unit that include 4 games.</p>	<p>Play and copy back using up to 2 notes Bronze: no notes Silver: C and sometimes D Gold: C and D</p>	<p>n/a</p>	<p>Play and copy back using up to 2 notes Bronze: no notes Silver: C and sometimes D Gold: C and D</p>
<p>Playing Instruments (Easy part) -> (medium part) -> (melody) -></p>	<p>Play a part from memory or using notation. C, F and G E, F, G, A, B and C n/a</p>	<p>Play a part from memory or using notation. D + E and D + C D, E, F and C, D + E n/a</p>	<p>Play a part from memory or using notation. G and A C and A C, D, E, G, A and Bb</p>
<p>Improvise Challenge 1: Sing, play and copy back. Challenge 2: Play and improvise Challenge 3: Improvise!</p>	<p>Know that using one or 2 notes confidently is better than using 5. Using up to 3 notes...</p>	<p>Improvising with the notes D, E and F</p>	<p>Know that using one or 2 notes confidently is better than using 5. Using up to 3 notes...</p>

Bronze: Silver: Gold:	C C and D C, D and E	n/a	C C and D C, D and E
Compose a simple melody using simple rhythms Learn different ways of recording compositions e.g. letter names and symbols.	Choose from the notes: C, D and E or C, D, E, F and G	Compose using the notes D and E	Choose from the notes: C, D and E or C, D, E, F and G
Perform and Share The performance will include one or more of the following: Improvisations, Instrumental performances, compositions	Decide how to present the performance. Record, discuss and evaluate together.	Decide how to present the performance and explain how you learnt the music. Record, discuss and evaluate together.	Decide how to present the performance – could you add some choreography? Record, discuss and evaluate together.

Year 4

Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).

Year 4	4.1 Autumn 1 – Mamma Mia	4.2 Spring 2 – Glockenspiel Stage 2 (Course)	4.3 Summer 2 - Grime
Style of Main Song	Pop	Mixed Styles	Grime
Unit Theme	Abba's Music	Learn more complex rhythm patterns. Learn to play and read the notation of C, D, E, F and G	Writing lyrics linked to a theme
Listen and Appraise Musical dimensions to be identified in the song. Be able to talk about the Lyrics: what the song is about. Discuss how the music makes them feel. Use musical words when talking.	Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting	Learn to Play: Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia Revise and re-visit: Portsmouth Strictly D Play Your Music Drive	Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting Structure: Intro and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums

<p>Warm up Games Progressive challenges within each unit that include 4 games.</p>	<p>Play and copy back using up to 2 notes Bronze: no notes Silver: G and sometimes A Gold: G and A</p>	<p>n/a</p>	<p>Play and copy back using up to 2 notes Bronze: no notes Silver: C and sometimes D Gold: C and D</p>
<p>Playing Instruments (Easy part) -> (medium part) -> (melody) -></p>	<p>Play a part by ear or by using notation. G G, A G, A, B, C</p>	<p>Play a part from memory or using notation. C and D C, D and E C, D, E, F and G</p>	<p>n/a Singing and rapping in unison and parts</p>
<p>Improvise Challenge 1: Sing, play and copy back. Challenge 2: Play and improvise Challenge 3: Improvise! Bronze: Silver: Gold:</p>	<p>Know that using one or 2 notes confidently is better than using 5. Use riffs from challenges while improvising. Using up to 3 notes... G G and A G, A and B</p>	<p>n/a</p>	<p>n/a</p>
<p>Compose a simple melody using simple rhythms Learn different ways of recording compositions e.g. letter names and symbols. Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Choose from the notes: G, A and B or G, A, B, D and E</p>	<p>Compose using the notes C, D and E Or C, D, E, F and G</p>	<p>n/a Compose own rapped lyrics about bullying or another topic or theme that they decide.</p>
<p>Perform and Share The performance will include one or more of the following: Improvisations, Instrumental performances, compositions</p>	<p>Decide how to present the performance. Record and decide how they were feeling, what they were pleased with and what they would change and why.</p>	<p>Decide how to present the performance. Record and decide how they were feeling, what they were pleased with and what they would change and why.</p>	<p>Decide how to present the performance. Record and decide how they were feeling, what they were pleased with and what they would change and why.</p>
Year 5			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 5	5.1 Autumn 1 – Livin’ on a Prayer	5.2 – Spring 1 – The Fresh Prince of Bel Air	5.3 Summer 1 – Hip Hop (Course)

Style of Main Song	Rock	Old School Hip Hop	Hip Hop
Unit Theme	Rock anthems	Old School Hip Hop	Rap and its origins
<p>Listen and Appraise Musical dimensions to be identified in the song. Be able to talk about the Lyrics: what the song is about. Discuss how the music makes them feel. Use musical words when talking. Compare 2 similar songs – what are the musical similarities and differences?</p>	<p>Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting Structure – every piece of music has a structure (intro, verse, chorus etc.)</p>	<p>Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting Structure – every piece of music has a structure (intro, verse, chorus etc.)</p>	<p>Explore the origins of rap: What does 'rap' mean? (putting words to a beat) Where did it first come from? (West African 'griot' passed on through generations, arriving in US through slave trade) 'The amazing human beatbox' Julia Dales, beat box champion video Vanilla Ice – Ice Ice Baby Live your life by T.I. featuring Rihanna Will Smith – Summertime Can I kick it? Yes you can! JME – Food track explorer 'Dirty Diggers – Wannabes'</p>
<p>Warm up Games Progressive challenges within each unit that include 4 games.</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Play and copy back using up to 3 notes Bronze: G Silver: G and A Gold: G, A and B</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Play and copy back using up to 3 notes Bronze: D Silver: D and E Gold: D, E and F</p>	n/a
<p>Playing Instruments (Easy part) -> (medium part) -> (melody) -></p>	<p>Play a part by ear or by using notation. G, A, B D, E, F Sharp, G D, E, F Sharp, G, A, B and C</p>	<p>Play a part from memory or using notation. D and A G and A C, D, E, F, G and A</p>	<p>Learn and explore 4 basic beat box sounds: Classic Kick (b, bm) • Classic Snare (pf, psh, pss) • Closed Hi hat (t) • The Clave click (clk)</p>
<p>Improvise Challenge 1: Sing, play and copy back. Challenge 2: Play and improvise Challenge 3: Improvise! Bronze: Silver: Gold:</p>	<p>Know that using one or 2 notes confidently is better than using 5. Use riffs from challenges while improvising. Using up to 3 notes... G G and A G, A and B</p>	<p>Know that using one or 2 notes confidently is better than using 5. Use riffs from challenges while improvising. Using up to 3 notes... D D and E D, E and F</p>	n/a
<p>Compose a simple melody using simple rhythms</p>	<p>Choose from the notes: G, A and B</p>	<p>Compose using the notes D, E and F</p>	<p>Compose own beatbox rhythms (using beat grid). Compose a catchy hook over 4 beats.</p>

<p>Learn different ways of recording compositions e.g. staff notation and symbols.</p> <p>Make musical decisions about pulse, rhythm, pitch working together and shaping the composition with tempo, dynamics, texture and structure.</p>	<p>or G, A, B, D and E</p> <p>Notation: recognise the connection between sound and symbol</p>	<p>Or D, E, F, G and A</p> <p>Notation: recognise the connection between sound and symbol</p>	<p>Compose a rap verse.</p>
	<p>Decide how to present the performance and record. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Decide how to present the performance and record. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p> <p>Compare to a previous performance.</p>	<p>Perform own rap song to an audience and record. Assess based on based on the agreed ‘three things that make a good musical performance’ which should include things like keeping in time with the beat, confidence and being well rehearsed so each member of the group knows what they are doing.</p>
<p>Year 6</p>			
<p>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</p>			
<p>Year 6</p>	<p>6.1 Autumn 1 - Happy</p>		<p>6.2 Summer 1 Djembe Drumming (Course)</p>
<p>Style of Main Song</p>	<p>Pop/Neo Soul</p>		<p>African Drumming</p>
<p>Unit Theme</p>	<p>Being Happy!</p>		<p>Understand the roots, context and cultural importance of music played on the Djembe in African society.</p>
<p>Listen and Appraise</p> <p>Musical dimensions to be identified in the song.</p> <p>Be able to talk about the Lyrics: what the song is about.</p> <p>Discuss how the music makes them feel.</p> <p>Use musical words when talking.</p> <p>Compare 2 similar songs – what are the musical similarities and differences?</p>	<p>Pulse – the heartbeat of the music</p> <p>Rhythm – long and short sounds of pattern over the pulse</p> <p>Pitch – high and low sounds</p> <p>Tempo – the speed of the music</p> <p>Dynamics – how loud or quiet the music is</p> <p>Texture – layers of sound working together to make music interesting</p> <p>Structure – every piece of music has a structure (intro, verse, chorus etc.)</p>		<p>Pulse – the heartbeat of the music</p> <p>Rhythm – long and short sounds of pattern over the pulse</p> <p>Pitch – high and low sounds</p> <p>Tempo – the speed of the music</p> <p>Dynamics – how loud or quiet the music is</p> <p>Texture – layers of sound working together to make music interesting</p> <p>Structure – every piece of music has a structure (intro, verse, chorus etc.)</p> <p>Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very</p>

<p>Know and talk about the fact we each have a musical identity.</p>	<p>Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p>		<p>different sound quality to the violin.</p>
<p>Warm up Games Progressive challenges within each unit that include 4 games.</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Play and copy back using up to 3 notes Bronze: A Silver: G and A Gold: G, A and B</p>		<p>Focus on the correct posture and playing position of each hand, creating the Open (High) tone by playing towards the outside of the drum skin and Bass (Low tone) by playing in the centre of the drum.</p>
<p>Playing Instruments (Easy part) -> (medium part) -> (melody) -></p>	<p>Play a part using symbols or by using notation. A and G A, G and B G, A, B, C, D and E</p>		<p>Play with increasing accuracy and awareness, incorporating dynamics, different rhythms and changes in tempo. Repeat after Me: Exercises with increasing difficulty – focus on listening skills and rhythmic accuracy. Call and Response: four rhythm patterns Exercises: Learn one complete piece.</p>
<p>Improvise Challenge 1: Sing, play and copy back. Challenge 2: Play and improvise Challenge 3: Improvise! Bronze: Silver: Gold:</p>	<p>Know that using one or 2 notes confidently is better than using 5. Use riffs from challenges while improvising. Using up to 3 notes... A G and A G, A and B</p>		<p>Develop improvisation where pupils lead the group with their own rhythmic patterns.</p>
<p>Compose a simple melody using simple rhythms Learn different ways of recording compositions e.g. staff notation and symbols. Make musical decisions about pulse, rhythm, pitch working together and shaping the composition with tempo, dynamics, texture and structure.</p>	<p>Choose from the notes: G, A and B or G, A, B, C and E Notation: recognise the connection between sound and symbol</p>		<p>Compose a complete group piece in this unit using repeat after me and call and response techniques and their own rhythmic patterns.</p>
<p>Perform and Share The performance will include one or more of the following:</p>	<p>Decide how to present the performance and record. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>		<p>Record group performances and review. Discuss aspects that may need improving: rhythm, tempo, dynamics, structure, beginning and ending,</p>

Improvisations, Instrumental performances, compositions			leadership etc.
Year 7			
7.1 Autumn Term – Find Your Voice – Acapella Ensembles			
Curriculum Content	Progression in Listening and Appraising	Progression in performing/composing	Rationale
<p>Prior Learning</p> <p>Dynamics – how loud or quiet the music is</p> <p>Rhythm /Pulse – long and short sounds of pattern over the pulse (underlying beat)</p> <p>Tempo – the speed of the music</p> <p>Structure – every piece of music has a structure (intro, verse, chorus etc.)</p> <p>Instrument/ Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p>Texture – layers of sound working together to make music interesting</p> <p>Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p>Purpose of the unit</p> <p>Transition unit from primary. Ensuring students are comfortable performing with their voice within their new class and re-emphasising/teaching the key Musical Elements learnt at key stage 2 (Dynamics, rhythm, structure, tempo, timbre, pitch, notation, texture, and developing this with</p>	<p>Listening and Appraising</p> <p>Aims of Study: Year 7 pupils should be re-introduced to the meaning of the elements of music from key stage 2, listening to the voice in a range of styles for context</p> <p>Elements of Music</p> <p>Dynamics</p> <p>: Talk about dynamics within a piece of music accurately, using Italian terminology (pianissimo, piano, mezzo piano/ forte, forte. fortissimo)</p> <p>Rhythm/ Notation:</p> <p>describe notation, the names and length of notes and identify patterns in music. Review names of note types: crotchet, minum, semibreve quaver</p> <p>Tempo:</p> <p>Accurately describe tempo, using basic Italian terminology. (lento, andante, allegro and presto)</p> <p>Structure:</p> <p>Review the different sections of a song (intro, verse, chorus) create unique arrangements in an acapella group</p> <p>Melody:</p> <p>Describe the melodic movement of 5 note songs. (ascending, descending)</p>	<p>Performing / Composition</p> <p>Aim of Study: Acquire knowledge scales and the solfège scale, strengthening the understanding of pitch and notation.</p> <p>Students will begin learning 5 note songs such as ode to joy and when the saints go marching in, they'll learn how to write and read the notation of a scale (a, b, c, d, e, f,g).</p> <p>Review names of note types: crotchet, minum, semibreve quaver</p> <p>Students move on to being able to sing in a round or singing in harmony.</p> <p>Music Theory Taught:</p> <p>Singing major scales (C major), students will be able to identify major tonality and link it to sounding "happy".</p> <p>Students will develop an understanding of note durations and pitch. Reading notes and note names and memorising their position on the stave.</p> <p>Levels of challenge:</p> <ul style="list-style-type: none"> ● Soprano/ Alto depending on voice pitch <ul style="list-style-type: none"> ● Singing in harmony ● Singing in a round 	<p>In this unit, students will be reintroduced to the elements of music from key stage 2, ensuring the retention of their definitions and examples. They'll establish their understanding by listening to a variety of excerpts from different styles and genres, focusing on how the elements are applied using the voice. Singing is a natural starting point for Year 7 students as it will be familiar to them regardless of their experience in music in KS2.</p> <p>Students will start off by learning various vocal warm ups/ music games that explore the major and solfège scales.</p> <p>When students develop an accurate sense of pitch students will learn 5 note songs and begin to develop their understanding of notation.</p> <p>The introduction of Harmony will introduce students to playing more than one note at the same time and rounds will introduce students into structure and form.</p> <p>Throughout the term, students will work towards performing a song in small groups.</p> <p>Key Learning points:</p> <ul style="list-style-type: none"> ● Scales/ Key signatures ● Notation and Treble Clef ● Singing 5 note songs from notation ● Singing skills/ Posture

<p>articulation, melody, instruments and harmony.</p> <p>New Learning</p> <p>Students will develop knowledge and understanding of how to use their voice safely for singing, including techniques and exercises, such as posture, breathing techniques and the importance of warming up effectively. Students will be introduced to a range of singing styles (modern pop, acapella, sea shanties for dramatic voice) and understand how the voice can be used to create harmony.</p>	<p>Instrumentation/ Timbre:</p> <p>identify how voice can play Melody/ Accompaniment (e.g. Male voice, female voice, high/ low pitch, singing alone or within a group etc)</p> <p>Texture:</p> <p>Identify how many instruments are playing and describe how they're interacting with each other (focus on solo, unison, round and harmony)</p> <p>Harmony:</p> <p>identifying intervals that sound (Consonant)</p>		<p>Links to GCSE and A Level</p> <ul style="list-style-type: none"> • Performance Skills • Theory Skills
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7.2 Spring Term – Introduction to Keyboard Skills

Curriculum Content	Progression in Listening and Appraising	Progression in performing/composing	Rationale
<p>Prior Learning</p> <p>Dynamics – how loud or quiet the music is</p> <p>Rhythm /Pulse – long and short sounds of pattern over the pulse (underlying beat)</p> <p>Tempo – the speed of the music</p> <p>Structure – every piece of music has a structure (intro, verse, chorus etc.)</p> <p>Instrument/ Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p>Texture – layers of sound working together to make music interesting</p> <p>Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different</p>	<p>Listening and Appraising</p> <p>Aim of Study: Introduce students to range of great composers and engage students with the Traditional Western Classical era (1650-1910)</p> <p>Students will make progress in being able to talk about the elements of music when listening to classical music and start to critically think about their application.</p> <p>Elements of Music</p> <p>Acquire a deeper understanding of the elements of music throughout the unit and learn to apply these into a performance.</p> <p>Dynamics</p> <p>Talk about dynamics within a piece of music accurately, using Italian terminology (pianissimo, piano, mezzo piano/ forte, forte. fortissimo). Start to recognise</p>	<p>Performing / Composition</p> <p>Aim of Study: Acquire knowledge of the correct finger system and how to apply that to performance.</p> <p>Students will begin by learning the 5-finger system on their right hands. They'll learn to play the 5 note songs they learnt in the previous unit.</p> <p>Students then move onto developing their keyboard skills by playing scales and songs with two hands.</p> <p>Music Theory:</p> <p>Revisit major scales (C major), students will be able to identify major tonality and link it to sounding "happy". In this unit they'll also be introduced to D minor and be able to hear "sadder" feelings within music.</p> <p>Students will develop an understanding of note durations and pitch. Reading notes and note names and memorising their position on the staff.</p>	<p>In this unit, students will revisit their prior learning from their primary school education and the previous unit and be introduced to the keyboard/ piano through listening activities. It is important to introduce students to a range of instruments throughout KS3 in order to teach a broad and ambitious curriculum.</p> <p>Students will start this unit by being introduced to the 5-finger system and learn the same songs they sang in the previous unit on keyboard.</p> <p>From here, students will be able to develop a two-handed playing technique, strengthening their understanding of notation and the elements of music. Students will be introduced to the basic principles of music notation and scales and how to apply these through performance.</p> <p>Key Learning points:</p>

<p>sound quality to the violin/ pitch of voice etc. Basic treble clef notation</p> <p>(Dynamics, rhythm, structure, tempo, timbre, pitch, notation, texture, and developing this with articulation, melody, instruments and harmony.</p> <p>New Learning Keyboard Skills - Develop important skills required to read, perform and compose music such as (two hand playing, finger techniques, and composing basic melody).</p> <p>Learning and performing more increasingly complex songs from a range of styles (traditional, folk, classical, sea shanties, film scores). Students will also develop an understanding of Melody (up and down) and how to describe shape and direction.</p>	<p>dynamic markings on sheet music and critically think about how dynamics impacts the feel of the music.</p> <p>Rhythm/ Notation Revise and describe the names and length of notes from Autumn and identify patterns in music and count beats of a bar in 3 /4 and 4 /4 music.</p> <p>Structure: Explore structures found in Western Classical Music such as Binary and Ternary form and apply them in composition.</p> <p>Melody Describe the melodic movement of 5 note songs. (ascending, descending, step or leap)</p> <p>Tempo Review and embed tempo, reinforcing the use of basic Italian terminology. (lento, andante, allegro and presto).</p> <p>Instruments: Identify different keyboard instruments and describe how they're being played (piano, harpsichord, keyboard sounds) (Staccato/ Legato)</p> <p>Texture: identify how many instruments are playing and describe how they're interacting with each other (focus on homophonic and melody and accompaniment)</p> <p>Harmony: review and consolidate identifying and naming intervals that sound (Consonant). Apply harmony to performance by learning to play chords.</p>	<p>Levels of challenge:</p> <ul style="list-style-type: none"> • Melody in both (unison) • Melody in right and root note in left • Melody in right and chords in left • Removing note names from the scores allowing students to use their understanding of the staff to read music. 	<ul style="list-style-type: none"> • Scales/ Key signatures • Notation and Treble and Bass Clef <ul style="list-style-type: none"> • 5 Finger system • Keyboard skills • Two hand playing <p>Links to GCSE and A Level</p> <ul style="list-style-type: none"> • Performance Skills • Theory Skills
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