



*Celebrating learning together in faith, hope and love*

**MUSIC – CURRICULUM FRAMEWORK**

<b>INTENT</b>														
<p>Through music, learners have further rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music are prominent activities for all learners. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music by making a contribution to our internal school performances and our attendance at singing festivals.</p>														
<b>Purpose of study:</b>														
<p>At Bishop Perrin we have understood the importance of Creative Arts education for many years. We use the Creative Arts to broaden the children’s understanding of the Arts and other areas of the curriculum as well as a platform to improve children’s wellbeing. The process of engagement in the arts has resulted in increased confidence and improved self-esteem for our children. 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>														
<b>EYFS</b>														
In continuous provision - 30-50 months:					In continuous provision - 40-60 months:					In continuous provision - 60+ months and ELG:				
<b>Hearing and Listening:</b> <ul style="list-style-type: none"> <li>Identify and match and instrumental sounds</li> <li>Explore associations between music and different ‘types’ of people and places</li> <li>Match music to pictures/visual resources</li> <li>Describe the sound of instruments</li> <li>Create visual representations on sounds</li> </ul> <b>Vocalising and Singing:</b> <ul style="list-style-type: none"> <li>Create own songs, often with a sense of structure eg. with a beginning and an end</li> <li>Sing an entire song eg. nursery rhymes, pop songs, songs from TV, songs from home</li> <li>Merge elements of familiar songs with improvised singing</li> <li>Create sounds in vocal games</li> <li>Changes some of the words to a song</li> <li>Show preferences for songs they like/dislike</li> </ul> <b>Moving and Dancing:</b> <ul style="list-style-type: none"> <li>Clap or tap to the pulse of a piece of music</li> <li>Physically interpret the sound of instruments eg. tiptoe to the sound of the xylophone</li> <li>Physically imitate the actions of musicians eg. pretend to play the trumpet, piano, guitar etc</li> </ul> <b>Exploring and Playing:</b> <ul style="list-style-type: none"> <li>Add sound effects to stories using instruments</li> <li>Lead or be led by other children in their music making ie. being a conductor</li> <li>Listen and respond to others in pair/group music making</li> <li>Operate equipment such as CD players, microphones, keyboards etc</li> <li>Plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo)</li> <li>Show control to hold and play instruments to produce a musical sound</li> </ul>					<b>Hearing and Listening:</b> <ul style="list-style-type: none"> <li>Think abstractly about music and express this physically or verbally</li> <li>Distinguish and describes changes in music and compares pieces of music</li> <li>Associate genres of music with characters and stories</li> </ul> <b>Vocalising and Singing:</b> <ul style="list-style-type: none"> <li>Reproduce the pitch of a tone sung by another with own voice – pitch matching</li> <li>Sing the melodic shape</li> <li>Sing an entire song</li> </ul> <b>Moving and Dancing:</b> <ul style="list-style-type: none"> <li>Move to the sound of instruments</li> <li>Combine moving, singing and playing instruments</li> <li>Move in time to the pulse of music being listened to and physically respond to changes in the music</li> <li>Replicate familiar choreographed dances</li> <li>Choreographs own dances to familiar music individually, in pairs, or in small groups</li> </ul> <b>Exploring and Playing:</b> <ul style="list-style-type: none"> <li>Create music based on a theme eg. food, dragons</li> <li>Find and record sounds using recording devices</li> <li>Play instruments to match the structure of the music</li> <li>Keep a steady beat while playing instruments</li> <li>Tap rhythms to accompany words eg. syllables of words, names etc</li> </ul>					<b>Hearing and Listening:</b> <ul style="list-style-type: none"> <li>Listen to music, accurately anticipating key events and respond to what they hear with relevant comments, actions or questions</li> <li>Accurately anticipate changes in music eg. when it is going to get louder, quieter, slower, faster</li> </ul> <b>Vocalising and Singing:</b> <ul style="list-style-type: none"> <li>Enjoy performing solo and/or in groups and/or as a class</li> <li>Internalise music eg. singing songs inside own head</li> <li>Sing a range of well-known nursery rhymes and songs</li> </ul> <b>Moving and Dancing:</b> <ul style="list-style-type: none"> <li>Represent own ideas thoughts and feelings through music and dance</li> </ul> <b>Exploring and Playing:</b> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with the music</li> <li>Play simple accompaniments on tuned and untuned percussion</li> <li>Create rhythms using instruments and body percussion</li> <li>Play along to the beat of a song</li> <li>Play along with the rhythm in music</li> </ul>				
<b>Expressive Arts and Design: Being Imaginative and Expressive (proposed reforms)</b> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and when appropriate – try to move in time with music</li> </ul>										<b>Expressive Arts and Design: Being Imaginative (current)</b> <ul style="list-style-type: none"> <li>Look closely at similarities, differences, pattern and change</li> <li>Know about similarities and differences in relation to places, objects, materials and living things</li> <li>Talk about the features of own environment and how environments may vary from one another</li> </ul>				
Ourselves and Our Families	Repeating Rhythms and Patterns	Traditional tales	Monsters and Aliens	Space	Christmas	Winter, Snow, Ice and Dark Nights	Chinese New Year and Dragons	Food	People Who Help Us	Superheroes	Life Cycles	On the Farm	Dinosaurs	Around the World
<ul style="list-style-type: none"> <li>Songs about the body</li> <li>Experiment with body percussion</li> <li>Take part in singing</li> <li>Experiment with ways to change own voice</li> </ul>	<ul style="list-style-type: none"> <li>Nursery rhymes</li> <li>Call and repeat songs</li> <li>Clap short, rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions when to sing or play an instrument</li> </ul>	<ul style="list-style-type: none"> <li>Make different sounds – high and low (pitch); loud and quiet (dynamics)</li> </ul>	<ul style="list-style-type: none"> <li>Space soundscape</li> <li>Take note of others when performing</li> <li>Holst – The Planets</li> <li>Add sound effects to stories</li> </ul>	<ul style="list-style-type: none"> <li>Christmas carols and songs</li> <li>Explore the sounds of different instruments</li> </ul>	<ul style="list-style-type: none"> <li>Choose sounds to represent different things – times of day, times of year, link to seasons and weather</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year music and dances</li> <li>Experiment with instruments to create own melodies</li> <li>Respond to music with movement</li> </ul>	<ul style="list-style-type: none"> <li>Songs about food</li> <li>Take note of others when performing</li> <li>Reflect and review creations</li> </ul>	<ul style="list-style-type: none"> <li>Emergency sounds and alerts</li> <li>Easter songs and hymns</li> </ul>	<ul style="list-style-type: none"> <li>Superhero songs</li> <li>Make different sounds: fast and slow (tempo); quality of the sound – smooth, crisp, scratchy, rattling, tinkling (timbre)</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and compare animal sounds</li> <li>Perform as part of a familiar group</li> </ul>	<ul style="list-style-type: none"> <li>Animals sounds and farm soundscape creation</li> <li>Play along to the beat of a song</li> </ul>	<ul style="list-style-type: none"> <li>Create a dinosaur dance</li> <li>Choose instruments for a particular purpose</li> <li>Play along with the rhythm in music</li> </ul>	<ul style="list-style-type: none"> <li>Songs from around the world</li> <li>Review how well an approach worked</li> </ul>
<b>Sing Up Songs:</b> I’ve Got a Grumpy Face Witch, Witch		<b>Sing Up Songs:</b> Row, Row, Row Your Boat Wiggle Your Fingers			<b>Sing Up Songs:</b> The Farmer in the Dell Shake My Sillies Out		<b>Sing Up Songs:</b> Up and Down Five Fine Bumble Bees		<b>Sing Up Songs:</b> Down There Under The Sea Two Little Chickens			<b>Sing Up Songs:</b> Slap, Clap, Clap Bow, Bow, Bow Belinda		

KS1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p><b>Me, Myself and I</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Combining voices, movement and instruments to perform chants and songs.</li> <li>Keeping a steady beat on instruments</li> <li>Creating word rhythms</li> <li>Performing word rhythms and songs with movement.</li> <li>Recognising high and low sounds.</li> </ul> <p><b>Listening:</b> songs from around the world.</p>	<p><b>A Small Island (The UK)</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Exploring vocal pitches and effects. Responding to a range of music through movement.</li> <li>Perform a range of chants, games and songs that develop our sense of pitch and pulse.</li> </ul> <p><b>Listening:</b> Space music!</p>	<p><b>A Knights Tale</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Using percussion instruments to find and keep a steady pulse.</li> <li>Creating and responding to rhythm cards to make our own short rhythmic pieces that we can perform to each other.</li> <li>Games, songs and rhymes to encourage pitch and rhythmic awareness.</li> </ul> <p><b>Listening:</b> Marching music.</p>	<p><b>The Enchanted Forest</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Exploring pitch and identifying and creating sounds that are high, medium and low using glockenspiels.</li> <li>Learn and perform a longer piece of music, "Jack and the Beanstalk," rap that incorporates rhythmic speaking and song.</li> <li>Continue using graphic scores.</li> </ul> <p><b>Listening:</b> Toy Symphony</p>	<p><b>Toy Story</b></p> <p><b>Skills:</b></p> <p>Explore the use of tempo and dynamics to describe stories using percussion and tuned instruments.</p> <p>Begin to use music to enhance the retelling of a story.</p> <p>Listen to a musical re-telling of a traditional tale and discuss the effects of the music in the story.</p> <p>Use symbols to represent music (graphic score)</p> <p><b>Listening:</b> Tchaikovsky: The Sugar Plum Fairy</p>	<p><b>Shiver Me Timbers</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Exploring timbre by creating different voices to create piratical sounds.</li> <li>Singing a variety of pirate songs.</li> <li>Moving rhythmically to music and creating sound effects to enhance the reading of a poem.</li> </ul>
<b>Year 2</b>	<p><b>It's a Small World</b></p> <p>Rhythmic patterns</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Playing different patterns of steady beat within four beats, and matching to a simple score.</li> <li>Performing and creating simple three-beat rhythms using a simple score.</li> </ul> <p>Exploring different ways to organise music.</p>	<p><b>Fire! Fire!</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Experiment with songs and chants.</li> <li>Change dynamics within music to change the effect.</li> <li>Explore how to change the tempo of music- fast and slow sounds.</li> <li>Combine dynamics, pitch and tempo to create 4-part music and movement composition inspired by the Great Fire of London</li> </ul>	<p><b>There's No Place Like Home</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Combining sounds to create a musical effect.</li> <li>Understanding how music, dance and drama can combine in storytelling.</li> <li>Creating and matching descriptive sounds made with the voice.</li> </ul> <p><b>Listening:</b> how does music tell a story? The Nutcracker and Night on a Bare Mountain.</p>	<p><b>London Calling</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Exploring timbre and texture to understand how sounds can be descriptive.</li> <li>Listening to sounds of the city and creating soundscapes for a city.</li> </ul> <p><b>Listening:</b> An American in Paris</p>	<p><b>Animal Kingdom</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Keeping a steady pulse and remembering rhythmic patterns performing "Mr Noah's Rap."</li> <li>Compose music in response to the movements of animals using dynamics and tempo.</li> <li><b>Listening:</b> to repond through movement to different sections of Saint-Saen's, "Carnival of the Animals."</li> </ul>	<p><b>Chocolate</b></p> <p>Glockenspiels, Stave and notation</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explore the stave and learn what a time signature is and the name treble clef.</li> </ul> <p>Learn where the notes D and E are on the stave and play a glockenspiel in response to notation.</p>
KS2						
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.						
<b>Year 3</b>	<p><b>Rainforest Rescue</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Children to identify and copy using voices and instruments the sounds of the rainforest.</li> <li>Children to write a Rainforest Symphony with an awareness of the texture of the music.</li> </ul>	<p><b>The Stone Age</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding pitch and rhythm. Learning to read simple pitch and rhythmic notation.</li> <li>To compose simple rhythms using standard notation.</li> </ul> <p>Songs for our Carol Service</p>	<p><b>Food, Glorious Food</b></p> <p>Glockenspiels and recorders</p> <p>Subject Driver: Scales</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To explore pentatonic scales in notation and on glockenspiels.</li> <li>To compose "Dragon Music" using pentatonic scales.</li> </ul> <p><b>Listening:</b> pentatonic folk songs.</p>	<p><b>Egyptology</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To explore texture and graphic scores.</li> <li>Ancient Egyptian instruments and their modern equivalents</li> <li>To explore the Egyptian scale.</li> <li>To create rhythms and ostinati in small groups to create our own Egyptian</li> </ul>	<p><b>The Rise of the Robots</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Electronic music - to explore through listening how music can be manipulated electronically.</li> <li>Listen to music composed by Steve Reich and John Adams.</li> <li>Compose our own minimalist music.</li> </ul>	<p><b>Spy Kids</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Graphic scores and interpreting symbols musically.</li> <li>Using voices creatively and expressively.</li> <li>Create mobile phone ringtones using voices.</li> <li>Compose and play computer game sound effects on percussion.</li> </ul>

				music with interesting musical textures. <ul style="list-style-type: none"> <li>To record our music on graphic scores.</li> </ul>	<b>Listening:</b> John Adams “Short Ride in a Fast Machine.”	
<b>Year 4</b>	<b>Hail Caesar</b> Skills: programme music unit 1. <ul style="list-style-type: none"> <li>How the interrelated dimensions of music come together to create mood in music.</li> <li>Compose music entitled, “Roman Invasion!”</li> </ul> <b>Listening:</b> Greig, The Hall of the Mountain King.	<b>India</b> Skills: Learning the elements of Indian classical music, the tala, the raga and the drone. <b>Listening:</b> Indian Classical Music	<b>Tudors in London</b> Richmond upon Thames Singing Festival. Skills: <ul style="list-style-type: none"> <li>Singing in unison and in three parts.</li> <li>Using our voices healthily and vocal technique.</li> <li>Performing to a supportive audience.</li> </ul>	<b>One World</b> Skills: <ul style="list-style-type: none"> <li>To identify different instruments through listening to their timbre. Instrumental groups in the orchestra.</li> <li>The role of different members of an orchestra.</li> </ul> <b>Listening:</b> Beethoven, Ode to Joy.	<b>How Does Your Garden Grow?</b> Skills: <ul style="list-style-type: none"> <li>Pulse and rhythm.</li> <li>Creating and performing raps associated with the environment.</li> </ul> <b>Listening:</b> Rap artists	<b>Ancient Greeks</b> Glockenspiels Skills: <ul style="list-style-type: none"> <li>Reading standard notation both rhythm and pitch to play a variety of tunes on the glockenspiel.</li> </ul>
<b>Year 5</b>	<b>Crime and Punishment</b> Skills: <ul style="list-style-type: none"> <li>To listen to jazz music.</li> <li>Play a number of jazz tunes on the glockenspiel and learn standard notation of rhythms and pitches on the treble clef.</li> </ul>	<b>Dragon’s Den</b> Skills: <ul style="list-style-type: none"> <li>Song writing</li> <li>Compose melody lines in different moods and rhythms taking into account the meaning of the words</li> <li>Consider the accompanying style that you would like with your melody.</li> </ul> <b>Listening:</b> song and ballads.	<b>Long Live the Queen</b> Programme music unit 2. Skills: <ul style="list-style-type: none"> <li>Identifying how the interrelated dimensions of music come together to create suspense and atmosphere in music.</li> </ul> Listening: Mendelssohn and Elgar.	<b>Heartbeat</b> Skills: <ul style="list-style-type: none"> <li>Using notation and ostinato techniques to create a class performance of “La Volta.”</li> <li>To explore Tudor instruments and music.</li> </ul> <b>Listening:</b> setting of Shakespeare’s words to music. Instruments used in the seventeenth century.	<b>Creeping Coasts</b> Skills: <ul style="list-style-type: none"> <li>Listening and appraising.</li> <li>Creating music and drama in response to “Storm” by Benjamin Britten and “The Firebird” by Igor Stravinsky.</li> </ul>	<b>Amazing Africa</b> Skills: <ul style="list-style-type: none"> <li>African drumming</li> <li>Pulse and rhythm</li> <li>Using djembe drums to learn a number of cyclic rhythmic patterns</li> <li>Responding to rhythmic cues.</li> </ul> <b>Listening:</b> African drumming and songs.
<b>Year 6</b>	<b>Tales of the Thames</b> Skills: <ul style="list-style-type: none"> <li>Use the interrelated dimensions of music to create a soundscape based on the River Thames.</li> <li>Compose in the style of Saint-Saen, “Aquarium.”</li> <li>Children learn the terms binary and ternary form.</li> </ul>	<b>Your Country Needs You</b> Skills: <ul style="list-style-type: none"> <li>Feeling and moving to a three-beat and four-beat pulse and revising rhythmic ostinato.</li> <li>music notation, how to read the musical clef.</li> <li>Music notation’s development from the mediaeval period.</li> <li>Hildegard of Bingen Mediaeval and Renaissance music.</li> </ul>	<b>To Infinity and Beyond</b> Skills: Interpreting images to create descriptive sound sequences. Thinking about texture, use the poem Space shot by Gareth Owen as a framework to develop a launch pad piece. Learn that scoring is about choosing and arranging sounds. <b>Listening:</b> Debussy’s Clair de lune.	<b>To Boldly Go</b> Skills: <ul style="list-style-type: none"> <li>Music notation, how to read the musical clef.</li> <li>Opera in the Classic Period, the music of Joseph Bologne</li> </ul>	<b>Lights, Camera, Action</b> Skills: <ul style="list-style-type: none"> <li>Learning about chromaticism, arpeggios and rhythm to find out how music creates mood in films.</li> <li>Watch film clips where music is used in different ways.</li> <li>Explore the music of John Williams.</li> </ul>	<b>Back to the Future</b> Skills: <ul style="list-style-type: none"> <li>The development of music in the Romantic period.. Learning to play and improvise with the 12 bar blues.</li> <li>Explore the scales and chords that Satie used in his composition “Gnossienne no 3</li> </ul>

All units include games that teach the interrelated dimensions of music and songs that reflect the unit’s theme.