

## Horn's Mill Music Curriculum

*'Music is a world within itself, with a language we can all understand' Stevie Wonder*

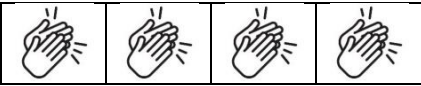
### Curriculum intent:

At Horn's Mill, our music curriculum is rooted in skills progression, ensuring challenge is provided for every child and technical vocabulary is taught across all year groups. When creating our school's music curriculum, we worked with music experts from our feeder high school to ensure that the music education that we provide enables our children to have sufficient knowledge and skills to be ready for the next stages of their music education once they leave us and inspires them with a lifelong love of music.

Throughout the curriculum, children are given opportunities to

- Listen and appraise music within a diverse range of genres and historical periods
- Sing and immerse themselves in song
- Play and compose music
- Develop their skills of playing a range of instruments, including the tuned instruments: glockenspiel, violin, ukelele and recorder

Alongside classes individually listening, appraising and singing, we have weekly whole school assemblies for singing and sharing music together. We invest in children's skills as musicians to ensure that they gain the confidence and skills to perform within school and at local community events. Children will leave Horn's Mill as confident musicians with a love for singing and a range of rich musical experiences.

Early Learning Goals	EYFS
<p><b>Expressive Arts and Design:</b></p> <p><u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> <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>	<p><b>Context for learning and key vocabulary</b></p> <p><b>Singing-</b> Children will join in with and learn a wide range of nursery rhymes. They will also perform songs as part of their Christmas performances. They are taught simple songs, chants and rhymes to sing collectively from memory and respond to simple queues such as start, stop and counting in.</p> <p><b>Listening-</b> Children will learn how to walk, move or clap a steady <b>PULSE/BEAT</b> with others, changing the <b>speed</b> of the <b>PULSE</b> as the tempo of the music changes. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm <b>patterns</b> to maintain a steady PULSE/BEAT. Respond to the PULSE/BEAT in recorded/live music through movement and dance, e.g. Stepping (e.g. Mattachins from Capriol Suite by Warlock), Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky)</p> <p>Children will have opportunities to follow 4 beats using simple symbol prompts. The focus should be following a steady beat without speeding up/slowing down.</p> <div style="text-align: center;">  </div>

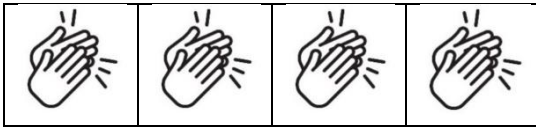
National Curriculum Knowledge	Year 1	Year 2								
<p><b>Singing, composing and performing</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p><b>Context for learning and key vocabulary</b></p> <p><b>Singing</b> Christmas performances and class assembly</p> <p>Children are taught simple songs, chants and rhymes to sing collectively from memory and respond to simple queues such as start, stop and counting in. They sing a range of call and response songs and try to match the pitch accurately.</p>	<p><b>Singing</b> Christmas performances and an additional singing unit linked to a history topic. This could be used to support learning and enhance a cross-curricular class assembly.</p> <p>Children will continue to sing collectively and with increasing control of pitch. Children will know the meaning of <b>DYNAMICS</b> (loud/quiet) and be able to respond to this when singing in response to visual cues and direction. They will be introduced to the term <b>TEMPO</b> (fast/slow) and begin to respond to tempo cues when singing.</p> <p>The music grid will begin to be used as an aid to composition in Team 2. Children to be introduced to the term <b>DYNAMICS</b> and build on their knowledge of <b>RHYTHM</b> using a range of games and activities. Eg, standup/sit down as dynamics change, sing parts of songs with different dynamics. Explore percussion sounds to enhance storytelling, e.g. quiet sounds created on a rainstick/shakers to depict a shower, regular, loud strong beats played on a drum to replicate menacing footsteps. Create a mind map of onomatopoeic words linked to a topic. They will choose words to place in the grid to create a vocal performance with thought given to <b>DYNAMICS</b>. Children should be given the opportunity to explore the effect of different <b>RHYTHMS</b> and <b>DYNAMICS</b> and evaluate the music of other groups using these terms.</p> <p>Example-</p> <table border="1" data-bbox="1240 1241 1756 1347"> <tr> <td>BOOM</td> <td>DROP</td> <td>BOOM</td> <td>CRACK</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	BOOM	DROP	BOOM	CRACK				
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**Untuned instruments-** African music (Lion Inside) Drums and/or rhythm sticks

Children will revisit their learning of **PULSE/BEAT**. Children will follow a 4 part beat using symbols.

These symbols should first show a range of body percussion, such as clapping, stomping, tapping with all 4 beats played. The focus should be following a steady beat without speeding up/slowing down.

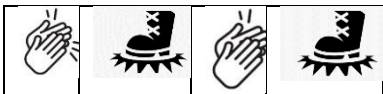
Example-



Children should then be introduced to the term **RHYTHM**.

Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).

They will first follow **RHYTHMS** using the music grid with all 4 beats filled and symbols to support (chanting/body percussion/untuned instruments). Then follow simple **RHYTHMS** where some beats are not played. Children will be given the opportunity to perform given music grids as a class and in groups, including using call and response.

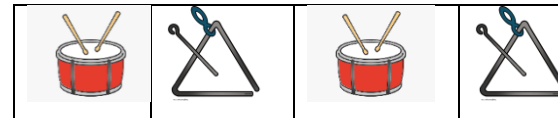


**Untuned instruments-** Folk music. Shakers, tambourines and other soft percussion

Children to work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.

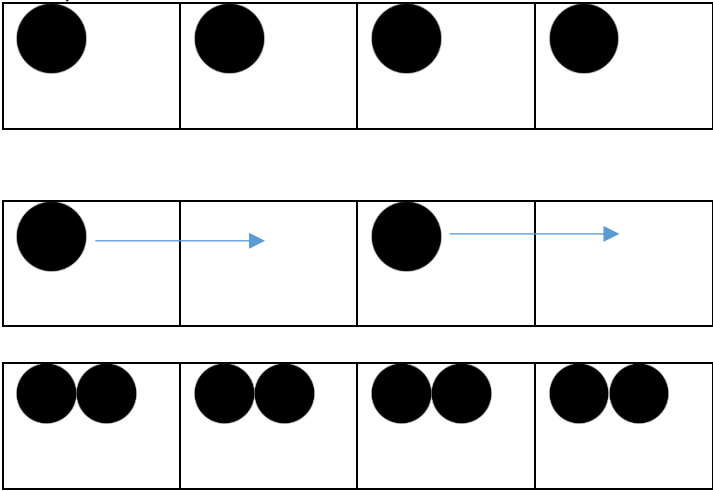
The music grid with 4 beats will then be used to create a piece using percussion instruments. Children work in groups to create performances, thinking about **DYNAMICS** and **RHYTHM**. Children in each group could play the same instrument or different instruments.

Example-



**Tuned instruments-** Ukulele Lessons delivered by Music for Life

<p><b>Listening and Appraising</b></p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p>Can we clap along to find the pulse? What type of music is this? Where does it come from? How old is it? Can we move to the rhythm? How do we move differently to each piece?</p> <p>Listen to a well-known Caribbean Calypso Musician (Harry Belafonte) "The Banana Boat Song"</p> <p>Classical composers (linked to seasons and nature) What instruments can we hear? Listen to a range of tuned instruments and see if children can hear them in the classical pieces. Where possible, use instruments in the classroom rather than videos to introduce children to how the instruments look and feel. Pieces to include- Vivaldi- 4 seasons Howard Blake- Walking in the Air</p>	<p>Folk music inspired by the environment and nature including Where have all the flowers gone? and Big Yellow Taxi By Joni Mitchell (link to Science summer term)</p> <p>Can we clap along to find the pulse? What style of music is this? Where does it come from? How old is it? Do you remember the classical music from Team 1? Is it older or more recent? Can we move to the rhythm? How do we move differently to each piece? What instruments can you hear? (link to instruments explored in Science-sound topic) Explore a range of tuned and untuned instruments in class as part of this discussion. What are the dynamics of the music? Are there loud parts/ quiet parts in the song? Why might the songwriter do this?</p>
<p><b>National Curriculum Knowledge</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>
<p><b>Context for learning and key vocabulary</b></p>		
<p><b>Singing, composing and performing</b></p> <ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>play and perform in solo and ensemble contexts, using their voices and</li> </ul>	<p><b>Singing</b> Christmas carols, class assembly and an additional cross-curricular topic.</p> <p>Children will sing a widening range of songs in unison, tunefully and with expression. They should perform actions with confidence and respond to direction relating to dynamics and tempo.</p> <p>Introduce and explore <b>PITCH</b> through a variety of games and activities. Sing familiar songs in both low and high voices and talk about the difference in sound. Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Respond independently to pitch changes heard in short</p>	<p><b>Singing</b> Christmas Carols and class assembly</p> <p>Children will sing a range of songs in unison, pitching their voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Children will walk, move or clap to a steady beat and be able to change this as the <b>TEMPO</b> changes. They will also begin to sing songs in rounds and with a simple second part harmony.</p>

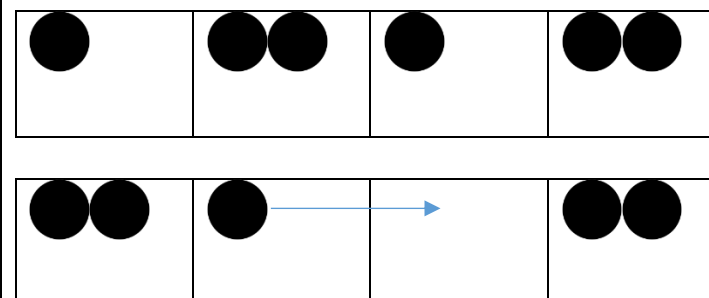
<p>playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<p>melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Repeat onomatopoeic music grid activity from Team 2. Children should now consider <b>PITCH</b> in addition to <b>DYNAMICS</b> and <b>RHYTHM</b>.</p>	
	<p><b>Untuned instruments</b></p>	<p><b>Untuned instruments</b> Caribbean music- calypso (linked to islands in When the Giant Stirred) Drums and/or rhythm sticks</p> <p>Children need to first practise following a steady beat before being introduced to the term <b>DURATION</b>. Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). Walk, move or clap a steady beat with others.</p> <p>Children explore duration using the music grid where there is 1 note in each box, 2 notes in each box or where a note last for 2 boxes. We can refer to each note lasting for 1 beat, 2 beats or half a beat.</p> <p>NB. The beat remains steady- it is the length of the notes that change. It would be useful for an adult to model a steady beat or use a metronome to keep a steady beat as children practising the different durations of notes.</p> <p>Example-</p>  <p>Children then follow more complex rhythms using a range of length notes.</p>

Once children are comfortable playing with a range of length notes in the 4 part grid, introduce the term **TEMPO**. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. They should then be given the opportunity to create and perform a piece with a quick **TEMPO** and a slow **TEMPO**, considering **DURATION** and how this creates a **RHYTHM**, as well as **DYNAMICS**. Children to perform as a group in unison to allow skill focus to be **DURATION** and previous skills.

NB. The tempo is the increase/decrease in speed of the steady beat and an adult/metronome keeping this steady beat would once again be a useful aid.

It would be helpful to children to move to different tempos of music to help them understand this dimension of music. They might also watch dancing extracts such as Strictly Come Dancing where they can compare **TEMPO** and how the dancers move differently.

Example-



**Tuned instruments**

Arabic music. Glockenspiels  
Use the glockenspiel to explore **PITCH** and it's link to the letters on the glockenspiel.  
Follow 4 part music grids using notes given as letters, which we will call notes.  
At first, children should repeat the same note for all 4 beats, then introduce **RHYTHMS** with the same note used.

**Tuned instruments**

Violin lessons delivered by Music for Life

	<p>When children are comfortable, <b>RHYTHMS</b> using more than 1 note where all 4 beats are played can be introduced, then <b>RHYTHMS</b> with more than one note where not all beats are played.</p> <p>Create and perform using music grids with these 2 notes, giving consideration to <b>PITCH, DYNAMICS</b> and <b>RHYTHM</b>.</p> <table border="1" data-bbox="412 316 808 376"> <tr> <td>A</td> <td>A</td> <td>A</td> <td>A</td> </tr> </table> <table border="1" data-bbox="412 416 808 461"> <tr> <td>A</td> <td></td> <td>A</td> <td>A</td> </tr> </table> <table border="1" data-bbox="412 501 808 545"> <tr> <td>A</td> <td>B</td> <td>B</td> <td>A</td> </tr> </table> <table border="1" data-bbox="412 585 808 630"> <tr> <td>A</td> <td>B</td> <td></td> <td>A</td> </tr> </table>	A	A	A	A	A		A	A	A	B	B	A	A	B		A	
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<p><b>Listening and Appraising</b></p> <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p>English and Celtic folk music (link to UK topic) to include a variety of sea shanties</p> <p>Middle-Eastern music (link to Egypt and Early civilizations as well as Islam in RE) To include Sprinting Gazelle by Reem Kelani</p> <p>What style of music is this? Where does it come from? How old is it? Link back and compare to previously taught genres/traditions/composers. Can we clap along to find the pulse? Can we move to the rhythm? How do we move differently to each piece? What instruments can you hear? What are the dynamics of the music? Are there loud parts/ quiet parts in the song? Why might the songwriter do this? Are the notes high or low? Has the musician created a pattern? Can we follow the melody?</p>	<p>Calypso- including Tropical Bird by Trinidad Steel Band</p> <p>Classical music- variety of pieces from the film Gladiator (linked to Romans)</p> <p>Rock music (linked to electricity) What style of music is this? Where does it come from? How old is it? Link back and compare to previously taught genres/traditions/composers. Can we clap along to find the pulse? Can we move to the rhythm? How do we move differently to each piece? What instruments can you hear? What are the dynamics of the music? Are there loud parts/ quiet parts in the song? Why might the songwriter do this? Are the notes high or low? Has the musician created a pattern? Can we follow the melody? What is the tempo of the music? How can you tell? Have they used the same duration of notes? (look at Strictly Come Dancing videos to support teaching this)</p>																

National Curriculum Knowledge	Year 5	Year 6
	<b>Context for learning and key vocabulary</b>	
<p><b>Singing, composing and performing</b></p> <ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <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>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> </ul>	<p><b>Singing</b> Christmas Carols performance and class assembly</p> <p>Children will sing with a sense of ensemble and performance with accurate pitching, appropriate style and observing phrasing. They will sing in unison, in two and three part rounds and with simple harmonies.</p>	<p><b>Singing</b> Christmas performances and End of Year Show</p> <p>Children will to be introduced to, recognise and explore the term <b>STRUCTURE</b> and use this in their singing and in their song writing project. Children will sing with a sense of ensemble and performance giving note to rhythm, phrasing, accurate pitch and appropriate style. They will sing a range of songs in unison as well as three and four part rounds. They will also sing songs with harmonies and partner songs.</p> <p>Children may take part in a composition workshop in which they are able to apply all previously taught inter-related dimensions of music through creating an end of school song.</p>
	<p><b>Untuned instruments</b> A range of percussion instruments</p> <p>Children are introduced to the term <b>TIMBRE</b> as they listen to a variety of music linked to space from varied film clips, to music that inspired astronauts. They will then compose their own pieces of music to make backing tracks to a film clip, thinking about the feeling that they want to communicate to the audience.</p> <p>Building on previous knowledge, children pick percussion instruments based on the sounds and effect that they want to create. Do they want hard/dark sounds or tinkly/light sounds? By watching clips without music and then with alternative soundtracks, they can see how the <b>TIMBRE</b> of the music changes the feel of the film.</p> <p>Children should also consider <b>TEXTURE</b> when creating their pieces- will they perform in unison? Will there be one sound at a time or many sounds?</p>	<p><b>Untuned instruments</b></p>



Example-

Child A							
Child B							

Children will then also have the opportunity to use garageband on the iPads or laptops to produce an alternative backing track (possibly to an alternative clip or for an alternative purpose), thinking about the inter-related dimensions of music and the effect they want to communicate.

**Tuned instruments**

Glockenspiels

In Team 5, children begin to focus more on the intended effect and audience for their music and compose more complex pieces using 8 boxes in their music grid. They begin to learn how music is created, produced and communicated.

Children are introduced to the term **TEXTURE** and listen to a range of music with different **TEXTURES (HARMONY)**, unison, solo, **MELODY** and accompaniment, duet, music in parts, one sound or lots of sounds)

Children to be given the opportunity to play pieces with a partner where they play in unison or one playing a melody and another playing the background.

Children to then compose a piece for purpose (to be chosen by teacher but must take place before untuned instruments unit is taught) using an 8 part grid with 2 children playing. When composing, children should consider all previously taught inter-related dimensions of music.

Example-

Child A	AA		EE		CC		AA	C
Child B	A	C	E	A	C	E	A	C

**Tuned instruments**

Recorders

Children will be introduced to basic **stave notation** and play simple pieces on recorders using this notation.

**Stave, treble clef**

A **semibreve** is worth 4 beats

A **minim** is worth 2 beats

A **crotchet** is worth 1 beat

A **quaver** is worth half a beat

A **semiquaver** is worth a quarter of a beat



<p><b>Listening and Appraising</b></p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• develop an understanding of the history of music.</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p>Women of country music (linked to USA)</p> <p>A feeling of space (link to Space topic) See interview with BBC radio interview with Chris Hadfield. To include-Space Oddity by David Bowie, Blue Danube by Strauss and Brahms, Music from Star Wars by John Williams, Mars form The Planets Suite by Holst</p> <p>What style of music is this? Where does it come from? How old is it? Link back and compare to previously taught genres/traditions/composers.</p> <p>Can we clap along to find the pulse? What is the tempo of the music?</p> <p>What are the dynamics of the music? Are there loud parts/ quiet parts in the song? Why might the songwriter do this?</p> <p>Are the notes high or low? Has the musician created a pattern? Can we follow the melody?</p> <p>Can we move to the rhythm?</p> <p>What instruments can you hear? How does this affect the timbre of the music? Are there layers of sound? What is the texture of the music?</p>	<p>Motown and blues (link to civil rights) To include Runaway Blues by Ma Rainey Medley of British Legends</p> <p>Musical theatre (link to Team 6 end of year performance)</p> <p>A range of pieces from WW2 and the 1940s including Vera Lynn. (link to the WW2 in history)</p> <p>Latin music- carnival and samba (linked to South America) To include Fanfarra (Cabua-Le-Le) by Sérgio Mendes/Carlinhos Brown from Brazil and Libertango by Piazzolla from Argentina</p> <p>What style of music is this? Where does it come from? How old is it? Link back and compare to previously taught genres/traditions/composers.</p> <p>Can we clap along to find the pulse? What is the tempo of the music? What are the dynamics of the music? Are there loud parts/ quiet parts in the song? Why might the songwriter do this?</p> <p>Are the notes high or low? Has the musician created a pattern? Can we follow the melody?</p> <p>Can we move to the rhythm?</p> <p>What instruments can you hear? How does this affect the timbre of the music? Are there layers of sound? What is the texture of the music?</p> <p>What is the STRUCTURE of the piece? Does it have verse/pre-chorus/chorus? How many beats are in a bar?</p>
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End Points	EYFS	KS1	LKS2	UKS2
Singing	Child know how to sing songs, chants and rhymes together from memory.	Children sing a variety of simple songs chants and rhymes with increasing control of pitch and will understand the terms <b>PULSE</b> , <b>RHYTHM/BEAT</b> and <b>DYNAMICS</b>	Children will sing in unison and in simple rounds with simple second part harmony responding to direction relating to <b>DYNAMICS</b> , <b>PITCH</b> , <b>TEMPO</b> and <b>DURATION</b>  Children will follow a steady beat and change this as <b>TEMPO</b> changes.	Children will sing songs in unison as well as three and four part rounds, with a sense of ensemble and performance giving note to rhythm, phrasing, accurate pitch and appropriate style. They will understand the term <b>STRUCTURE</b>
Composing		Children can use a simple music grid to support story telling  Children can follow a music grid using simply <b>RHYTHMS</b> using body percussion and untuned instruments	Children will demonstrate an understanding of <b>PITCH</b> , <b>DYNAMICS</b> and <b>RHYTHM</b> and <b>DURATION</b> by composing simple pieces using music grids.	Children can compose music showing an understanding of <b>TIMBRE</b> and <b>TEXTURE</b> using untuned instrument and 'Garage band.'
Performing	Children will perform in class assembly and Christmas play.	Children will perform in class assemblies and Christmas plays.  Children will perform using simple music grids.  Children will play and perform the ukulele.	Children will perform in class assemblies and Christmas celebrations.  Children will play and perform using glockenspiels and the violin	Children will perform in class assemblies and Christmas celebrations. Year 6 will produce a 'Musical' at the end of the year.  Children will play and perform using glockenspiels and recorders.  Children will understand the basics of stave notation and read this to perform.
Listening	Children will begin to understand a steady beat	Children will listen and identify the <b>PULSE</b> , <b>BEAT</b> and <b>DYNAMICS</b> in various types of music.	Children will listen and identify the <b>PULSE</b> , <b>BEAT</b> , <b>DYNAMICS</b> , <b>PITCH</b> , <b>TEMPO</b> and <b>DURATION</b> in various types of music.	Children will listen and identify the <b>PULSE</b> , <b>BEAT</b> , <b>DYNAMICS</b> , <b>PITCH</b> , <b>TEMPO</b> , <b>DURATION</b> , <b>TEXTURE</b> , <b>STRUCTURE</b> and <b>TIMBRE</b> in various types of music.
Appraising		Children will recognise and respond to different styles of music (Folk, African, Nigerian Drumming, Classical)	Children will recognise and respond to different styles of music (Middle Eastern Music, English and Celtic Folk, Calypso, Classical, Rock)	Children will recognise and respond to different styles of music (Space themed, women of country, motown and blues, musical theatre, Latin)