



Howden C of E Infant and Junior School

Sequence of Learning: Music



Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In school, music can bring the community together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Music: Age Related Statutory Coverage

Development Matters Children age 3 and 4	Early Learning Goal	Key Stage One	Key Stage Two
<u>Expressive Arts and Design</u> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	<u>Expressive Arts and Design</u> 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.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas.			and musicians. Develop and understanding of the history of music.
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Substantive and Disciplinary Knowledge in Music	
Substantive Knowledge in Music:	Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
Disciplinary Knowledge in Music:	Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.



Howden C of E Infant School

Sequence of Learning: Music FS2



Knowledge								
	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
FS2	Understand what 'high' and 'low' notes are.	Recognise that different sounds can be long or short.	Understand that instruments can be played loudly or softly.	Recognise music that is 'fast' or 'slow'. Understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	Know that different instruments can sound like a particular character.	Know that music often has more than one instrument being played at a time.	Recognise the chorus in a familiar song.	Know that signals can tell us when to start or stop playing.

Skills			
	Listening	Composing	Performing
FS2	Responding to music through movement, altering movement to reflect	Playing untuned percussion 'in time' with a piece of music.	Using their voices to join in with well-known songs from memory. Remembering and maintaining their

	the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument. Listening to sounds and identifying high and low pitch. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.	Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.	role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.
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Key Vocabulary	
FS2	music, song, rhyme, dance, move/movement, pulse, beat, fast, slow, steady, clap, tap, shake, bang, ring, loud, quiet, perform/performance, describe, rhythm, pattern, pitch



Howden C of E Infant School

Sequence of Learning: Music Year 1



Knowledge								
	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Year 1	Understand that pitch means how high or low a note sounds. Understand that 'tuned' instruments play more than one pitch of notes.	Know that rhythm means a pattern of long and short notes.	Know that dynamics means how loud or soft a sound is. Understand that sounds can be adapted to change their mood, eg through dynamics.	Know that the 'pulse' is the steady beat that goes through music. Know that tempo is the speed of the music.	Know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. Know that my voice can create different timbres to help tell a story.	Know that music has layers called 'texture'.	Know that a piece of music can have more than one section, e.g. a verse and a chorus.	Understand that music can be represented by pictures or symbols.

Skills			
	Listening	Composing	Performing
Year 1	Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher.	Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.

Key Vocabulary	
Year 1	pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Hip-Hop, Reggae, Blues, Baroque, Latin, Bhangra, Folk, Funk, Bossa Nova, pulse, rhythm, pitch, groove, audience, imagination, glockenspiel

Key Listening for Year 1:

Western Classical Tradition and Film

Title	Composer	Period
Rondo alla Turca	Mozart	Classical
Mars from The Planets	Holst	20 th Century

Popular Music

Style	Title	Artist
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Music Traditions

Country	Tradition	Title	Artist/Composer
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

Key Information for Composing in Year 1 - Glockenspiels

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
With One Note	C		C		C	Revise
With Three Notes	C, D + E		C, D + E		C, D + E	
With Notes	C, D, E, F + G		C, D, E, F + G		C, D, E, F + G	

Key Information for Performing in Year 1 - Glockenspiels

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key	C		C	D minor	C	Revise
One Note	C		C,	D	C	
Easy Part	C		C + D	D, F, C + D	C + G	
Medium Part	C + G		C + D	D, E, F, G + A	C, E + G	
Melody	C + G		C, G + A	D, F, G, A + C	E, G + A	



Howden C of E Infant School

Sequence of Learning: Music Year 2



Knowledge								
	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Year 2	Know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. Understand that a melody is made up from high and low pitched notes played one after the	Know that 'duration' means how long a note, phrase or whole piece of music lasts. Know that the long and short sounds of a spoken phrase can be represented by a rhythm.	Know that dynamics can change the effect a sound has on the audience.	Understand that the tempo of a musical phrase can be changed to achieve a different effect.	Know that musical instruments can be used to create 'real life' sound effects. Understand an instrument can be matched to an animal noise based on its timbre.	Know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	Understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	Know that 'notation' means writing music down so that someone else can play it. Know that a graphic score can show a picture of the structure and / or texture of music.

	other, making a tune.							
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Skills			
	Listening	Composing	Performing
Year 2	Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

Key Vocabulary	
Year 2	keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, audience, Rock, Reggae, recorder

Key Listening for Year 2:

Western Classical Tradition and Film

Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero	Ravel	20th Century
Rondo alla Turca ¹	Mozart	Classical
Mars from The Planets	Holst	20th Century

Popular Music

Style	Title	Artist
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Music Traditions

Country	Tradition	Title	Artist/Composer
Indonesia	Gamelan	Baris	Gong Kebyar of Peliata
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

Key Information for Composing in Year 2- Recorders

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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With One Note	C		F	C	C	Revise
With Three Notes	C, D +E		F, G + A	C, D +E	C, D +E	
With Notes	C, D, E, F + G		F, G, A, B _b (A _#) + C	C, D, E, F + G	C, D, E, G & A	

Key Information for Performing in Year 2 - Recorders

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key	C	G	D	G	C	Revise
One Note	C	G	F	G	C	
Easy Part	C + D	G	D + C	G, A + C	E + G	
Medium Part	C + D	G, A + B	G, F + C	G, A, B + C	E, G, A + B	
Melody	C + D	N/A	C, D + F	E, F, G, A, B + C	C, D, E, F, G, A + B	

SMSC in Music	
Spiritual	Social
Children: • Demonstrate they are reflecting on their experiences and learning from reflection. • Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment when creating and listening to music. • Respect others, e.g. feedback from peers, coaches or teacher when evaluating performances. • Accommodate difference and enable others to succeed following performances. • Ask questions, offer ideas and make connections. • Display creativity and imagination in developing musical sequences.	Children: • Work well co-operatively. • Take part in corporate experiences, e.g. group activities and performances. • Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence. • Participate in school and events in the wider community. • Leadership skills in musical group activities.
Moral	Cultural
Children: • Model positive relationships and interactions e.g. fairness, integrity, respect for people, resolution of conflict when working in groups. • Recognise and respect rules and codes and demonstrate 'good' audience etiquette. • Demonstrate self- discipline and recognise that application is needed to achieve when learning an instrument. • Show an interest in investigating and offering reasoned views about moral and ethical issues, e.g. racism and musical heroes.	Children: • Address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality. • Express different cultures through music. e.g. visits from musical groups. • Recognise musical talents in ourselves and others.

British Values

The Howden Curriculum promotes tolerance and understanding of other cultures by incorporating learning about music from other cultures. Children learn to sing in different languages. Children are taught how to be an appreciative and supportive audience who listen attentively and supportively whilst others perform, e.g. in our celebration assemblies. Children work collaboratively in groups and are encouraged to listen to others' viewpoints and accept different points of view - values of democracy.