

**NAWTON AND ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOLS FEDERATION**

**CURRICULUM COVERAGE PLAN YEAR A (2020/2021)**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>CLASS 1</b>	Me!	Everyone!	Big Bear Funk
<b>CLASS 2</b>	Hey You! Rhythm in the Way We Walk and Banana Rap	In the Groove Round and Round	Your Imagination Reflect, Rewind and Replay
<b>CLASS 3</b>	Let Your Spirit Fly Glockenspiel Stage 1	Three Little Birds The Dragon Song	Bringing Us Together Reflect, Rewind and Replay
<b>CLASS 4</b>	Livin' On a Prayer Classroom Jazz 1	Make You Feel My Love Fresh Prince of Bel- Air	Dancing in the Street Reflect, Rewind and Replay

**CURRICULUM COVERAGE PLAN YEAR B (2021/2022)**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>CLASS 1</b>	My Stories	Our World	Reflect, Rewind and Replay
<b>CLASS 2</b>	Hands, Feet, Heart Ho Ho Ho	I Wanna Play in a Band Zootime	Friendship Song Reflect, Rewind and Replay
<b>CLASS 3</b>	Mamma Mia Glockenspiel Part 2	Stop! Lean on Me	Blackbird Reflect, Rewind and Replay
<b>CLASS 4</b>	Happy Classroom Jazz 2	A New Year Carol You've Got a Friend	Music and Me Reflect, Rewind and Replay

**EYFS MUSIC CURRICULUM:**

<b>Early Learning Goals</b>	<ul style="list-style-type: none"><li>• Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</li><li>• Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.</li><li>• Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</li></ul>
<b>Cross- Curricula Links</b>	<p><u>Me!</u> Exploring, growing, homes, colour, toys, how I look.</p> <p><u>My Stories</u> Using your imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.</p> <p><u>Everyone!</u> Family, friends, people and music from around the world.</p> <p><u>Our World</u> Animals, jungle, mini-beasts, night and day, sand and water, seaside, seasons, weather, sea space.</p>
<b>Learning Outcomes</b>	<p>I can listen to music.</p> <p>I can respond to music.</p> <p>I can explore music (initially using voices only but building to classroom instruments too).</p> <p>I can create music (initially using voices only but building to classroom instruments too).</p> <p>I can sing nursery rhymes and action songs.</p> <p>I can share and perform music.</p>

KS1 Music Curriculum

<b>National Curriculum</b>	<p><b>Pupils should be taught to:</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 un-tuned instruments musically.</li><li>• Listen with concentration and understanding to a range of high- quality live and recorded music.</li><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>
<b>Learning Outcomes</b>	<p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"><li>• I know what the songs are about.</li><li>• I know and recognise the sound and names of some instruments the song uses.</li><li>• I know that some songs have a chorus or a respond/ answer part.</li><li>• I know that songs have a musical style.</li></ul> <p><b>Games:</b></p> <ul style="list-style-type: none"><li>• I know that music has a steady pulse, like a heartbeat.</li><li>• I know that we can create rhythms from words, our names, favourite food, colours and animals.</li><li>• I know that rhythms are different from the steady pulse.</li><li>• I know we add high and low sounds (pitch) when we sing and play our instruments.</li></ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"><li>• I can confidently sing or rap five songs from memory and sing them in unison.</li><li>• I know that unison is everyone singing at the same time.</li><li>• I know that some songs include other ways of using the voice (e.g. rapping).</li><li>• I know why we need to warm up our voices.</li></ul> <p><b>Playing:</b></p> <ul style="list-style-type: none"><li>• I can learn the name of the notes in my instrumental part from memory or when written down.</li><li>• I know the names of the instruments I am playing.</li><li>• I know the name of un-tuned percussion instruments played in the classroom.</li></ul>

LKS2 Music Curriculum

<b>National Curriculum</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li><li>• Listen with attention to detail and recall sounds with increasing aural memory.</li><li>• Use and understand staff and other musical notation.</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><li>• Develop an understanding of the history of music.</li></ul>
<b>Learning Outcomes</b>	<p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"><li>• I know five songs from memory and who sang them or wrote them.</li><li>• I know the style of these five songs.</li><li>• I can choose one of these songs and talk about: The lyrics, any musical dimensions and where they are used (e.g. texture, dynamics, tempo, rhythm and pitch), the main sections of the song (e.g. introduction, verse, chorus), name some of the instruments heard in the song.</li></ul> <p><b>Games:</b></p> <ul style="list-style-type: none"><li>• I can find and demonstrate the pulse.</li><li>• I know the difference between pulse and rhythm.</li><li>• I know how pulse, rhythm and pitch work together to create a song.</li><li>• I know that every piece of music has a steady pulse/ steady beat.</li><li>• I know the difference between a musical question and answer.</li><li>• I know and can talk about pulse, rhythm and pitch.</li><li>• I know the difference between pulse and rhythm.</li><li>• I know how to keep the internal pulse.</li><li>• I can create musical ideas for the group to copy or respond to.</li></ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"><li>• I know that singing in a group can be called a choir.</li><li>• I know a leader or conductor is the person who the choir or group follow.</li><li>• I know that songs can make you feel emotion.</li><li>• I know that singing as part of an ensemble of large group is fun, but that you must listen to each other.</li><li>• I know why we must warm up our voices.</li><li>• I know that a solo singer creates a thinner texture than a large group of singers.</li></ul> <p><b>Playing:</b></p> <ul style="list-style-type: none"><li>• I can talk about the instruments used in class (a glockenspiel, recorder, xylophone).</li><li>• I know that other instruments might be played in a band or orchestra.</li></ul> <p><b>Improvisation:</b></p> <ul style="list-style-type: none"><li>• I know that improvisation is making your own tunes up on the spot.</li><li>• I know when someone improvises, their own tune belongs to them, and it has never been heard before.</li><li>• I know that using two notes confidently is better than using five notes unconfidently.</li><li>• I know that if I improvise using notes I am given I cannot make a mistake.</li></ul>

- I can use some of the riffs I have heard in the 'challenges' in my improvisations.

**Composition:**

- I know that a composition is music created by me and kept in some way.
- I know I can play a composition again to an audience.
- I know the different ways of recording my compositions (letter names, symbols, audio).

**Performance:**

- I know that performing is sharing music with other people or an audience.
- I know that I need to have planned everything to be performed.
- I know that you must sing or rap the words clearly.
- I know that a performance can be a special occasion involving an audience I don't know.
- I know that each performance is planned differently for different occasions.
- I know that performance involves communicating emotions, thoughts and ideas about the music.

UKS2 Music Curriculum

<p><b>National Curriculum</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notation.</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> <li>• Develop an understanding of the history of music.</li> </ul>
<p><b>Learning Outcomes</b></p>	<p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>• I know five songs from memory, who sang them or wrote them, when they were written, and if possible, why?</li> <li>• I know the style of these five songs and can name other songs of that style from the other units.</li> <li>• I can choose two or more of these songs and talk about: The style indicators of the songs (musical characteristics that give the songs their style), the lyrics (what the songs are about), any musical dimensions featured in the song (texture, dynamics, tempo, rhythm, pitch, timbre), identify the structure of the song (introduction, verse, chorus), name some of the instruments in the song, the historical context of the songs, we all have a musical identity.</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• I know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</li> <li>• I know how to keep the internal pulse.</li> <li>• I can create musical ideas for the group to copy or respond to.</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>• I can confidently sing five songs and their parts from memory, and sing them with a strong internal pulse.</li> <li>• I know the style of the songs so I can represent the emotion and context to the audience.</li> <li>• I can choose a song and talk about: The main features, singing in unison, the solo, the lead vocal, backing vocals or rapping, to know what the song is about and the meaning of the lyrics, the importance of warming up my voice.</li> </ul> <p><b>Playing:</b></p> <ul style="list-style-type: none"> <li>• I can talk about the different ways of writing music down (staff, notation, symbols).</li> <li>• I can read the notes C, D, E, F, G, A, B, C on the treble stave.</li> <li>• I can talk about the instruments I might play in a band or orchestra, or my friends may play.</li> </ul> <p><b>Improvisation:</b></p> <ul style="list-style-type: none"> <li>• I know that improvisation is making your own tunes up on the spot.</li> <li>• I know when someone improvises, their own tune belongs to them, and it has never been heard before.</li> <li>• I know that using two notes confidently is better than using five notes unconfidently.</li> <li>• I know that if I improvise using notes I am given I cannot make a mistake.</li> <li>• I can use some of the riffs I have heard in the 'challenges' in my improvisations.</li> <li>• I can name three well- known improvising musicians.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I know that a composition is music created by me and kept in some way.</li> <li>• I know a composition has a pulse, rhythm, and pitch that work together and are shaped by tempo, dynamics, texture and structure.</li> </ul>

- I can recognise the connection between sound and symbol (notation).

**Performance:**

- I know that performing is sharing music with other people or an audience with belief.
- I know that I need to have planned everything to be performed.
- I know that you must sing or rap the words clearly.
- I know that a performance can be a special occasion involving an audience I don't know.
- I know that each performance is planned differently for different occasions.
- I know that performance involves communicating emotions, thoughts and ideas about the music.