

# Gaskell Primary School– Music Discovery

## GPS Drivers

- World Citizens
- Avid Adventurers
- Confident Communicators
- Creative Minds
- Healthy Pioneers

### AUTUMN 1 –Singing (Year 1)

Sing simple songs, chants & rhymes. Finding the pulse. Copy rhythms. Listen to a variety of music & express opinion. Using high & low voices. Responding to high & low sounds. Sing so- mi songs and singing games, -moving/clapping.

### SUMMER—Composition (Year 1)

- Improve simple vocal chants, using question and answer phrases.
- Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling.

### SPRING —Instruments (Year 1)

Name common hand held instruments. Play short repeating rhythms based on word patterns. Use visual clues for stop/go/loud/quiet. Listen to sounds in the local environment. Follow graphic notation & symbols. Play pitched patterns on instruments. Copy short rhythm patterns led by the teacher using body percussion and instruments. Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady

- Explore and understand the difference between creating a rhythm pattern and a pitch pattern.
- Begin to create rhythms using words and phrases as a starting point.
- Recognise how graphic notation can represent created sounds and explore and invent own symbols.
- Use music technology (where available) to capture, change and combine sounds.

### AUTUMN 1—Singing (YEAR 3)

Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. Perform actions and body percussion confidently and in time to a range of action songs. Experience singing canons, simple rounds and other partner songs. Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow) Apply word chants to rhythms, understanding how to link each syllable to one musical note

- Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow) Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.) Understand the difference between pulse and rhythm. Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs.

### SUMMER 1 -Composition (YEAR 3)

- Improve (using voices and tuned/untuned instruments), inventing short 'on-the-spot' responses and using a given note-range (where appropriate).
- Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation.
- Structure musical ideas to create music that has a beginning, middle and end.
- Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests.
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).
- Explore and develop using Music Technology (where available) to capture, change and combine sounds.

### AUTUMN Singing (YEAR 4)

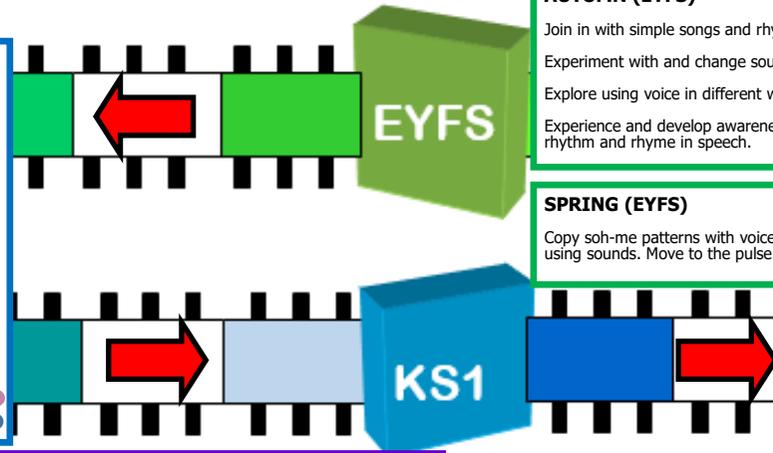
Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. Sing canons, rounds and other partner songs with increased control. Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato)

### SUMMER 1 Composition (YEAR 4)

Become more skilled in improvising on a given note range (using voice and instruments). Use improvisations within more structured composition work. Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. Structure musical ideas to create music that has a beginning, middle and end. Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches. Explore and develop using Music Technology (available) to capture, change and combine sounds. Make improvements to own work, giving reasons for changes made.

### SPRING 1 Instruments (YEAR 4)

Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. When listening to music, recognise the difference between major and minor. • Become more skilled in improvising on a given note range (using voice and instruments).



### AUTUMN (EYFS)

- Join in with simple songs and rhymes.
- Experiment with and change sounds.
- Explore using voice in different ways.
- Experience and develop awareness of rhythm and rhyme in speech.

### SUMMER (EYFS)

- Imitate changes in tempo and dynamics.
- Respond to changes in pitch.
- Suggest words to add to simple songs.
- Match sounds to instruments.

### SPRING (EYFS)

- Copy soh-me patterns with voice. Create representations of events, objects etc using sounds. Move to the pulse. Move body to different pieces of music.

### AUTUMN —Singing (Year 2)

Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape. Sing la-so-mi songs and singing games with accurate pitch matching. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. Explore using the voice expressively and creatively. Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. Sing short phrases independently within a singing game or short song.

### SPRING Instruments (Year 2)

Listen with greater concentration to a range of recorded and live music and express own opinion about the music. Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. Name an increasing number of hand-held percussion instruments and recognise their sounds.

### SUMMER—Composition (Year 2)

Improve simple question and answer phrases, (using voices and instruments). Create musical conversation. Create music as a response to a stimulus Choose and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions. Create rhythms using words and phrases as a starting point. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compositions. Use music technology (where available) to capture, change and combine sounds.

### LKS2

### AUTUMN 1—Singing (YEAR 6)

- Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.
- Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together. Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato).
- Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians. Compare different pieces of music using appropriate musical vocabulary.

### UKS2

### SPRING 1—Instruments (YEAR 6)

Recognise and name a growing number of individual instruments within instrumental families. **Pulse and Rhythm** • Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. **Pitch** Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. Accompany melodies, using block chords or a bass line using tuned percussion or melodic instruments, or using music software. Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation** Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate. Read and play confidently from rhythm flashcards and rhythmic scores that contain known rhythms/ notes. Further develop the skills to read and perform pitch notation within an octave (e.g. C-C). Read and play from notation a four-bar phrase. **Performing** • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member.

### AUTUMN 1—singing (YEAR 5)

Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together. Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato)

### SPRING 1—Instruments (YEAR 5)

**Pulse and Rhythm** Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. **Pitch** • Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. Understand how triads are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation** Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play short rhythmic phrases (e.g. from a flashcard) that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. Follow pitch notation on the staff within a defined range appropriate to the instrument being played (e.g. C-G/do-so). **Performing** Conform to the etiquette of performance situations as a musician and as an audience member. Perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.

### SUMMER 1—Composition (YEAR 5)

- Improve freely over a drone or simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments.
- Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases (AB) using the note set. Combine short compositions to create a class piece, exploring different structures e.g. ternary (ABA), rondo (ABACAD etc). Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. Make improvements to my own work, giving reasons using appropriate musical vocabulary.

### SUMMER 1— Composition (YEAR 6)

Continue to improvise freely over a simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. Extend improvised melodies beyond 8 beats. Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. Further explore the difference between major and minor by using a 5 note set starting on C (major) and D (minor) and compose a ternary piece (ABA); where other instruments are available e.g. keyboards, explore major and minor in different keys. • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or melodic instruments. Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. Make improvements to my own work, giving reasons using appropriate musical vocabulary.