

# WCPS Music Curriculum Overview 2025-2026

## WCPS Curriculum Intent for Music

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.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## EYFS Statutory Framework Music Related Objectives

- 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

## EYFS Music Curriculum

### Listen and Appraise

#### Core Knowledge

1. Pupils will know a range of nursery rhymes off by heart.
2. Pupils will know the stories of some of the nursery rhymes.

#### Skills

1. Pupils will be able to learn that music can touch your feelings.
2. Pupils will be able to enjoy moving to music by dancing, marching, being animals or Pop stars.

### Explore and Create / Musical Elements Development Games

#### Core Knowledge

1. Pupils will know that we can move with the pulse of the music.
2. Pupils will know that the words of songs can tell stories and paint pictures.

#### Skills

Pupils will be able to:

##### ● Activity A Games Track

Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.

##### ● Activity B Copycat Rhythm

Copy basic rhythm patterns of single words, building to short phrases from the song/s.

##### ● Activity C High and Low

Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.

##### ● Activity D Create Your Own Sounds

# WCPS Music Curriculum: EYFS – Year 6

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p>● <b>Extension Activity</b></p> <p>Adding a 2-note melody to the rhythm of the words.</p> <p>Playing with two pitched notes to invent musical patterns.</p> |
| <b>Singing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                               |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know how to sing or rap nursery rhymes and simple songs from memory.</li> <li>2. Pupils will know songs have sections.</li> </ol>                                                                                                                                                                                                                                                                                                                | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Pupils will be able to sing along with a pre-recorded song and add actions.</li> <li>2. Pupils will be able to sing along with the backing track.</li> </ol>                                                                                                   |
| <b>Share &amp; Perform</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                               |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know a performance is sharing music.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Pupils will be able to perform songs by singing and adding actions or dance.</li> <li>2. Pupils will be able to perform songs adding a simple instrumental part.</li> <li>3. Pupils will be able to talk about the performance.</li> </ol>                     |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know the names of a range of percussion instruments</li> <li>2. Pupils will know a range of nursery rhymes and topic related songs</li> <li>3. Pupils will know how to clap a simple rhythm</li> <li>4. Pupils will understand other cultures have different types of music</li> <li>5. Pupils will know how to move to a beat</li> <li>6. Pupils will know how to perform a simple dance to music</li> </ol> <p><b>Hinterland Knowledge</b></p> |                                                                                                                                                                                                                                                                                                                               |

- Pupils will know what the 'Ugly bug ball is'
- Pupils will know some Christmas songs
- Pupils will listen to cultural music
- Pupils will clap out their names and their friend's names
- Pupils will experience African dance

## **Skills**

- Pupils will be able to move to the beat in a range of music
- Pupils will be able to compare music from different cultures
- Pupils will be able to talk about the sounds that different instruments make
- Pupils will be able to perform a range of songs

## **Wonder**

- *I wonder what African music sounds like*
- *I wonder which instrument is the loudest*
- *I wonder which instrument is the biggest*
- *I wonder how many ways we can move to the beat*

## **Experiences & Provocations**

- Pupils will experience the curriculum by:
  - Nativity performance
  - African cultural experiences
  - Christmas assemblies
  - Ugly Bug ball performance

## **Vocabulary - Tier 3 Subject Specific**

rhythm, beat, music, percussion, culture, song

# WCPS Music Curriculum: EYFS – Year 6

| KS1 National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>Pupils should be taught to:</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>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> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Year 1 Music Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Listen and Appraise                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>Pupils will know 5 songs off by heart.</li> <li>Pupils will know what the songs are about.</li> <li>Pupils will know and recognise the sound and names of some of the instruments they use.</li> </ol>                                                                                                                                                                               | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Pupils will be able to enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                          |
| Musical Elements Development Games                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>Pupils will know that music has a steady pulse, like a heartbeat.</li> <li>Pupils will know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ol>                                                                                                                                                                                        | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Pupils will be able to find the pulse and choose an animal and find the pulse.</li> <li>Pupils will be able to listen to the rhythm and clap back, copy back short rhythmic phrases based on words, with one and two syllables whilst marching to a steady beat.</li> <li>Pupils will be able to create rhythms for others to copy.</li> <li>Pupils will be able to listen and sing back, use their voices to copy back using 'la', whilst marching to the steady beat.</li> </ol> |

# WCPS Music Curriculum: EYFS – Year 6

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|                                                                                                                                                                                                                                                                                                                        | 5. Pupils will be able to listen and sing back using different vocal warm-ups and use their voices to copy back using 'la'.                                                                                                                                                                                                                                                                                                                              |
| <b>Singing</b>                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Core Knowledge</b><br>1. Pupils will know how to confidently sing or rap five songs from memory and sing them in unison.                                                                                                                                                                                            | <b>Skills</b><br>1. Pupils will be able to use their voice, singing notes of different pitches (high and low).<br>2. Pupils will be able to make different types of sounds with their voices – you can rap or say words in rhythm.<br>3. Pupils will be able to start and stop singing when following a leader.                                                                                                                                          |
| <b>Playing</b>                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Core Knowledge</b><br>1. Pupils will know names of the notes in their instrumental part from memory or when written down.<br>2. Pupils will know the names of the instruments they are playing.                                                                                                                     | <b>Skills</b><br>1. Pupils will be able to treat instruments carefully and with respect.<br>2. Pupils will be able to play a tuned instrumental part with the song they perform.<br>3. Pupils will be able to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).<br>4. Pupils will be able to listen to and follow musical instructions from a leader. |
| <b>Improvisation</b>                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Core Knowledge</b><br>1. Pupils will know improvisation is about making up your own tunes on the spot.<br>2. Pupils will know when someone improvises, they make up their own tune that has never been heard before; it is not written down and belongs to them.<br>3. Pupils will know that everyone can improvise | <b>Skills</b><br>1. Pupils will be able to Clap and Improvise – listen and clap back, then listen and clap their own answer (rhythms of words).<br>2. Pupils will be able to Sing, Play and Improvise – use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.                                                                                                                                   |

# WCPS Music Curriculum: EYFS – Year 6

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|                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                               | 3. Pupils will be able to Improvise – take it in turns to improvise using one or two notes.                                                                                                                                                                                                                                                                                          |
| <b>Composition</b>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Core Knowledge</b> <ol style="list-style-type: none"> <li>1. Pupils will know that composing is like writing a story with music.</li> <li>2. Pupils will know that everyone can compose.</li> <li>3. Pupils will know that notes of the composition can be written down and changed if necessary.</li> </ol>                                                            |                                                                                                                                                                                                                                                                                                                               | <b>Skills</b> <ol style="list-style-type: none"> <li>1. Pupils will be able to help to create a simple melody using one, two or three notes.</li> </ol>                                                                                                                                                                                                                              |
| <b>Performance</b>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Core Knowledge</b> <ol style="list-style-type: none"> <li>1. Pupils will know that a performance is sharing music with other people, called an audience.</li> </ol>                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                               | <b>Skills</b> <ol style="list-style-type: none"> <li>1. Pupils will be able to choose a song they have learnt from the Scheme and perform it.</li> <li>2. Pupils will be able to add their ideas to the performance.</li> <li>3. Pupils will be able to record their performance and say how they were feeling about it.</li> </ol>                                                  |
| <b>Autumn Term 1</b>                                                                                                                                                                                                                                                                                                                                                       | <b>Spring Term 1 and 2</b>                                                                                                                                                                                                                                                                                                    | <b>Summer Term 1</b>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>My Musical Heartbeat</b><br>Charanga<br><br><b>Core Knowledge</b> <ul style="list-style-type: none"> <li>• Pupils will know how to use their bodies to show they recognise a pulse</li> <li>• Pupils will know how to manipulate their voice to sing different pitches that make a melody</li> <li>• Pupils will know how rap is different to singing a song</li> </ul> | <b>Exploring sounds</b><br>Charanga<br><b>Spring Term Show</b><br><br><b>Core Knowledge</b> <ul style="list-style-type: none"> <li>• Pupils will learn the songs for their Spring Term Show</li> <li>• Pupils will find and keep a steady beat.</li> <li>• Pupils will listen carefully and copy back the actions.</li> </ul> | <b>Your Imagination</b><br>Charanga<br><br><b>Core Knowledge</b> <ul style="list-style-type: none"> <li>• Pupils will know how to use their bodies to show they recognise a pulse</li> <li>• Pupils will know how to manipulate their voice to sing different pitches that make a melody</li> <li>• Pupils will know that people read music by recognising names of notes</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Pupils will know that people read music by recognising names of notes</li> <li>• Pupils will know what it means to improvise</li> <li>• Pupils will know what a composition is</li> </ul> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know how to be a good performer and audience member</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to find the pulse in music</li> <li>• Pupils will develop being able to identify instruments and voices in a piece of music</li> <li>• Pupils will develop being able to sing songs in unison</li> <li>• Pupils will develop being able to describe a piece of music they listen to</li> <li>• Pupils will develop being able to improvise and compose</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder how fast or slow other music can be...</i></li> <li>• <i>I wonder what the world's biggest concert was...</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by:</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will clap four-beat rhythms, creating long and short sounds.</li> <li>• Pupils will respond to questions, thinking about the music.</li> <li>• Pupils will respond to different high and low pitches.</li> </ul> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know the story/context behind their show</li> <li>• Pupils know how to be a good performer and a good audience member</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will move in time with a steady beat.</li> <li>• Pupils will listen to, copy and repeat a simple rhythm.</li> <li>• Pupils will sing and play simple patterns.</li> <li>• Pupils will sing with their classmates.</li> <li>• Pupils will stand or sit nicely when singing</li> <li>• Pupils will explain what the song is about.</li> <li>• Pupils will add actions to the songs they sing</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder what our audience will think of our performances</i></li> <li>• <i>I wonder which the favourite song will be</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> | <ul style="list-style-type: none"> <li>• Pupils will know what it means to improvise</li> <li>• Pupils will know what a composition is</li> </ul> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know how to be a good performer and audience member</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to find the pulse in music</li> <li>• Pupils will develop being able to identify instruments and voices in a piece of music</li> <li>• Pupils will develop being able to sing songs in unison</li> <li>• Pupils will develop being able to describe a piece of music they listen to</li> <li>• Pupils develop being able to play a glockenspiel using 2 notes – C, G</li> <li>• Pupils will develop being able to improvise and compose</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder how fast or slow other music can be...</i></li> <li>• <i>I wonder what the world's biggest concert was...</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by:</li> </ul> |
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# WCPS Music Curriculum: EYFS – Year 6

| <ul style="list-style-type: none"> <li>○ playing and performing a piece of music</li> <li>○ recording a performance and watching / listening to it</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform</p>                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>● Pupils will experience the curriculum by:<br/>Performing songs in a show to a large audience</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Rhythm, pitch, melody, accompaniment, chorus, ensemble, beat, pattern</p> | <ul style="list-style-type: none"> <li>○ playing and performing a piece of music</li> <li>○ recording a performance and watching / listening to it</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p>                                                                                                                                                                                                                                                                                                                                                                            |
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| Autumn Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring Term 2                                                                                                                                                                                                                                                                 | Summer Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Dance Sing and Play</b><br/><b>The Dragon Song Unit</b><br/>Charanga</p> <p><b>Core Knowledge</b></p> <ul style="list-style-type: none"> <li>● Pupils will know how to move in time with a steady beat.</li> <li>● Pupils will know how find the pulse of the music by moving my body. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> <li>● Pupils will know how to copy back simple long and short rhythms with clapping.</li> <li>● Pupils will know how to listen to, copy and repeat a simple rhythm through call and response.</li> <li>● Pupils will know how to copy back singing simple high and low patterns.</li> </ul> | <p><b>See above -</b><br/><b>Exploring sounds</b><br/><b>Spring Term Show</b></p>                                                                                                                                                                                             | <p><b>Reflect, Rewind &amp; Replay</b> Charanga<br/><b>Vivaldi's Four Seasons</b></p> <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know what a conductor is</li> <li>2. Pupils will know the difference between an ensemble and orchestra</li> <li>3. Pupils will know the features of an orchestras different sections</li> <li>4. Pupils will know that pulse, tempo, rhythm and pitch are musical elements</li> <li>5. Pupils will know that the way the musical elements are combined affects the mood of the music</li> <li>6. Pupils will know that they can represent music with pictures and shapes</li> </ol> <p><b>Hinterland Knowledge</b></p> |

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| <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will know how to be a good performer and audience member</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will develop being able to listen to, copy and repeat a simple melody using their voice.</li> <li>Pupils will understand and demonstrate the difference between pulse, rhythm and pitch.</li> <li>Pupils will understand that the pulse or beat of the music is like a heartbeat that doesn't stop.</li> <li>Pupils will understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.</li> <li>Pupils can sing high or low sounds, demonstrating an understanding of pitch.</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li><i>I wonder how fast dragon music should be?</i></li> <li><i>I wonder what the best rhythm for a dragon should be?</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by:</li> </ul> |  | <ul style="list-style-type: none"> <li>Pupils will know the 4 movements of Vivaldi's Four Seasons</li> <li>Pupils will know about the composer of the Four Seasons (Vivaldi)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will develop being able record sounds as shapes</li> <li>Pupils will develop being able to write down pictures to represent a sound scape</li> <li>Pupils will develop being able to improvise using their voice and instruments.</li> <li>Pupils will develop being able to recall previously learnt songs</li> <li>Pupils will develop being able to share and perform the songs and pieces they have learnt this year.</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li><i>I wonder which of the Four Season's movements is the fastest?</i></li> <li><i>I wonder which is the loudest movement?</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>Revisiting and performing the different songs they have learnt and practiced across the year</li> </ul> </li> </ul> |
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# WCPS Music Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>○ playing and sing and dance to a piece of music connected to dragons</li> <li>○ recording a performance and watching / listening to it</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Beat, rhythm, pulse, compose, improvise, pitch, pattern</p> |  | <ul style="list-style-type: none"> <li>○ Getting to know Vivaldi's Four Seasons</li> <li>○ Creating their own soundscapes and performing them with a conductor.</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Recap, revisit, practice, perform, soundscape, evaluate, instruments, singer, movements, orchestra</p> |
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| KS1 National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>Pupils should be taught to:</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>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> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Year 2 Music Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Listen and Appraise                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>Pupils will know five songs off by heart.</li> <li>Pupils will know some songs have a chorus or a response/answer part.</li> <li>Pupils will know that songs have a musical style.</li> </ol>                                                                                                                                                                                        | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Pupils will be able to enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>Pupils will be able to learn how songs can tell a story or describe an idea.</li> </ol>                                                                                                                                                                                                                                                                                    |
| Musical Elements Development Games                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>Pupils will know that music has a steady pulse, like a heartbeat.</li> <li>Pupils will know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Pupils will know rhythms are different from the steady pulse.</li> <li>Pupils will know we add high and low sounds, pitch, when we sing and play our instruments</li> </ol>              | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Pupils will be able to find the pulse and choose an animal and find the pulse.</li> <li>Pupils will be able to listen to the rhythm and clap back and copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li> <li>Pupils will be able to create rhythms for others to copy.</li> <li>Pupils will be able to listen and sing back using their voices to copy back using 'la', whilst marching the steady beat.</li> </ol> |

# WCPS Music Curriculum: EYFS – Year 6

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|                                                                                                                                                                                                                                                                                                                                                                                  | 5. Pupils will be able to listen and sing back different vocal warm-ups, using their voices to copy back using 'la'.                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Singing</b>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Core Knowledge</b> <ol style="list-style-type: none"> <li>1. Pupils will know and sing five songs from memory.</li> <li>2. Pupils will know that unison is everyone singing at the same time.</li> <li>3. Pupils will know songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>4. Pupils will know why we need to warm up our voices.</li> </ol> | <b>Skills</b> <ol style="list-style-type: none"> <li>1. Pupils will be able to learn about voices singing notes of different pitches (high and low).</li> <li>2. Pupils will be able to learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm).</li> <li>3. Pupils will be able to find a comfortable singing position.</li> <li>4. Pupils will be able to start and stop singing when following a leader.</li> </ol>                                     |
| <b>Playing</b>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Core Knowledge</b> <ol style="list-style-type: none"> <li>1. Pupils will know the names of the notes in their instrumental part from memory or when written down.</li> <li>2. Pupils will know the names of untuned percussion instruments played in class.</li> </ol>                                                                                                        | <b>Skills</b> <ol style="list-style-type: none"> <li>1. Pupils will be able to treat instruments carefully and with respect.</li> <li>2. Pupils will be able to Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>3. Pupils will be able to play the part in time with the steady pulse.</li> <li>4. Pupils will be able to listen to and follow musical instructions from a leader.</li> </ol> |
| <b>Improvisation</b>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Core Knowledge</b> <ol style="list-style-type: none"> <li>1. Pupils will know improvisation is making up your own tunes on the spot.</li> <li>2. Pupils will know when someone improvises, they make up their own tune that has never been heard before; it is not written down and belongs to them.</li> </ol>                                                               | <b>Skills</b> <ol style="list-style-type: none"> <li>1. Pupils will be able to Clap and Improvise – listen and clap back, then listen and clap their own answer (rhythms of words).</li> <li>2. Pupils will be able to Sing, Play and Improvise – use their voices and instruments, listen and sing back, then listen and play their own answer using one or two notes.</li> </ol>                                                                                                                              |

# WCPS Music Curriculum: EYFS – Year 6

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| 3. Pupils will know everyone can improvise, and you can use one or two notes.                                                                                                                                                                                                                                                  | 3. Pupils will be able to Improvise – take it in turns to improvise using one or two notes.                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |
| Composition                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |
| <b>Core Knowledge</b><br>1. Pupils will know composing is like writing a story with music.<br>2. Pupils will know everyone can compose.                                                                                                                                                                                        | <b>Skills</b><br>1. Pupils will be able to help create three simple melodies with the Units using one, three or five different notes.<br>2. Pupils will be able to learn how the notes of the composition can be written down and changed if necessary.                  |                                                                                                                                                                                                                                                                                                                                           |
| Performance                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |
| <b>Core Knowledge</b><br>1. Pupils will know a performance is sharing music with an audience.<br>2. Pupils will know a performance can be a special occasion and involve a class, a year group or a whole school.<br>3. Pupils will know an audience can include your parents and friends.                                     | <b>Skills</b><br>1. Pupils will be able to choose a song they have learnt from the Scheme and perform it.<br>2. Pupils will be able to add their ideas to the performance.<br>3. Pupils will be able to record a performance and say how they were feeling about it.     |                                                                                                                                                                                                                                                                                                                                           |
| Year 2 Music Curriculum                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |
| Autumn Term 1                                                                                                                                                                                                                                                                                                                  | Spring Term 1 and 2                                                                                                                                                                                                                                                      | Summer Term 1                                                                                                                                                                                                                                                                                                                             |
| <b>Journeys</b><br><br><b>Core Knowledge</b> <ul style="list-style-type: none"><li>• Pupils learn to sing and play a musical instrument</li><li>• Pupils explore tempo, timbre, and appropriate musical notations</li><li>• Pupils listen to, review, and evaluate music, including the works of the great composers</li></ul> | <b>Zootime</b><br>Charanga<br><b>Spring Term Show</b><br><br><b>Core Knowledge</b> <ul style="list-style-type: none"><li>• Pupils will learn the songs for their Spring Term Show</li><li>• Pupils will know that unison is everyone singing at the same time.</li></ul> | <b>Do Re Mi</b><br><b>Glockenspiels</b><br><br><b>Core Knowledge</b> <ul style="list-style-type: none"><li>1. Pupils will know the song and add actions</li><li>2. Pupils will know how to identify and copy changes in pitch using voices</li><li>3. Pupils will know how to demonstrate changes in pitch using body movements</li></ul> |

# WCPS Music Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>• Pupils use their voices expressively and creatively by speaking chants</li> <li>• Pupils experiment with, create, select, and combine sounds</li> <li>• Pupils play tuned and untuned instruments musically</li> <li>• Pupils understand and explore how music is created, produced, and communicated</li> </ul> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will discuss journeys they have been on in the past and life journeys</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to find the pulse in the music.</li> <li>• Pupils will develop being able to explain the pulse is the heartbeat of the music.</li> <li>• Pupils will develop being able to recognise and name two or more instruments they hear.</li> <li>• Pupils will develop being able to copy and clap back rhythms.</li> <li>• Pupils will develop being able to sing in a group.</li> <li>• Pupils will develop being able to evaluate their performance.</li> </ul> <p><b>Wonder</b></p> | <ul style="list-style-type: none"> <li>• Pupils will know that songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>• Pupils will know why we need to warm up our voices.</li> <li>• Pupils will listen carefully and copy back the actions.</li> </ul> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know the story/context behind their show</li> <li>• Pupils know how to be a good performer and a good audience member</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will learn about voices singing notes of different pitches (high and low).</li> <li>• Pupils will learn to find a comfortable singing position</li> <li>• Pupils will learn to start and stop singing when following a leader.</li> <li>• Pupils will sing with their classmates.</li> <li>• Pupils will stand or sit nicely when singing</li> <li>• Pupils will explain what the song is about.</li> <li>• Pupils will add actions to the songs they sing</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder what our audience will think of our performances</i></li> </ul> | <ol style="list-style-type: none"> <li>4. Pupils will know Kodaly hand signs and add these to songs</li> <li>5. Pupils will know how to create their own pitch line and perform it using voices and tuned percussion instruments</li> <li>6. Pupils will know how to explore and play music instruments from different cultures and countries</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know some different versions of Do Re Me</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to explore pitch, duration and appropriate musical notations</li> <li>• Pupils will develop being able to learn to sing and use their voices expressively</li> <li>• Pupils will develop being able to listen to, review and evaluate music</li> <li>• Pupils will develop being able to play tuned instruments musically</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder what different actions we could use for this song?</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> |
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# WCPS Music Curriculum: EYFS – Year 6

| <ul style="list-style-type: none"> <li><i>I wonder what my musical journey will be like this year.</i></li> <li></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by:</li> <li>Singing a range of songs and playing a variety of instruments</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p> | <ul style="list-style-type: none"> <li><i>I wonder which the favourite song will be</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by:<br/>Performing songs in a show to a large audience</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b></p> | <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by:<br/>Having the opportunity listen to different versions of Do Re Mi and use Glockenspiels to accompany the song</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>                                                                                                                                    |
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| Autumn Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring Term 2                                                                                                                                                                                                                                                                                                                                     | Summer Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Musical Stories</b><br/><b>The Nutcracker</b></p> <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>Pupils will learn to sing and play a musical instrument</li> <li>Pupils will evaluate music including the works of great composers</li> <li>Pupils will use their voices expressively and creatively</li> <li>Pupils will understand and explore how music is created, produced and communicated.</li> </ol> <p><b>Hinterland Knowledge</b></p>             | <p><b>See above -</b><br/><b>Zootime</b><br/><b>Spring Term Show</b></p>                                                                                                                                                                                                                                                                          | <p><b>Glockenspiels</b><br/>Charanga</p> <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>Pupils will know what a Glockenspiel is</li> <li>Pupils will know how to use the beaters correctly</li> <li>Pupils will know that the bars all produce a different note/are a different pitch</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will have listened to some music with Glockenspiels</li> </ul> <p><b>Skills</b></p> |

# WCPS Music Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>• Pupils will have watched a performance of the Nutcracker</li> <li>• Pupils will know a few examples of musical stories</li> <li>•</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will listen to the music and imagine is being described</li> <li>• Pupils will improvise descriptive music following a picture score</li> <li>• Pupils will listen to a variety of stories and join in using voices expressively</li> <li>• Pupils will explore instruments sounds to describe the characters and objects in their story</li> <li>• Pupils will combine vocal and instrumental sounds to perform this story.</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder if I will be able to create my own musical story</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Listening to a range of musical stories</li> <li>○ Watching a performance of the Nutcracker</li> </ul> </li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b></p> |  | <ul style="list-style-type: none"> <li>• Pupils will treat instruments carefully and with respect.</li> <li>• Pupils play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>• Pupils rehearse and perform their part within the context of the Unit song.</li> <li>• Pupils listen to and follow musical instructions from a leader.</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder how famous performers improvise so confidently?</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Create a composition sound scape with written symbols and pictures</li> <li>○ Conducting a small ensemble</li> </ul> </li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p> |
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# WCPS Music Curriculum: EYFS – Year 6

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| Beat, pulse, echo, score, tune, lyrics, verse, chorus, rhythm, tempo, pitch |  |  |
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## KS2 National Curriculum

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.

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

# WCPS Music Curriculum: EYFS – Year 6

- 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 and musicians
- develop an understanding of the history of music.

## Year 3 Music Curriculum

### Listen and Appraise

#### Core Knowledge

1. Pupils will know five songs from memory and who sang them or wrote them
2. Pupils will know the style of the five songs
3. Pupils will know one song and be able to talk about:
  - Its lyrics: what the song is about
  - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
  - Identify the main sections of the song (introduction, verse, chorus etc.)
  - Name some of the instruments they heard in the song

#### Skills

1. Pupils will be able to confidently identify and move to the pulse
2. Pupils will be able to think about what the words of a song mean
3. Pupils will be able to take turns to discuss how the song makes them feel.
4. Pupils will be able to listen carefully and respectfully to other people's thoughts about the music.

### Musical Elements Development Games

#### Core Knowledge

1. Pupils will know how to find and demonstrate the pulse.
2. Pupils will know the difference between pulse and rhythm.
3. Pupils will know how pulse, rhythm and pitch work together to create a song.
4. Pupils will know that every piece of music has a pulse/steady beat.

#### Skills

Pupils will be able to:

##### 1. Find the Pulse:

##### 2. Rhythm Copy Back:

- a. **Bronze:** Clap and say back rhythms
- b. **Silver:** Create your own simple rhythm patterns

# WCPS Music Curriculum: EYFS – Year 6

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| <p>5. Pupils will know the difference between a musical question and an answer.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>c. <b>Gold:</b> Perhaps lead the class using their simple rhythms</p> <p>3. <b>Pitch Copy Back Using 2 Notes</b></p> <p>a. <b>Bronze:</b> Copy back – ‘Listen and sing back’ (no notation)</p> <p>b. <b>Silver:</b> Copy back with instruments, without then with notation</p> <p>c. <b>Gold:</b> Copy back with instruments, without and then with notation</p> <p>4. <b>Pitch Copy Back and Vocal Warm-ups</b></p>                                            |
| <p><b>Singing</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Core Knowledge</b></p> <p>1. Pupils will know and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ Singing in a group can be called a choir</li> <li>○ Leader or conductor: A person who the choir or group follow</li> <li>○ Songs can make you feel different things e.g. happy, energetic or sad</li> <li>○ Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> </ul> <p>2. Pupils will know why you must warm up your voice</p> | <p><b>Skills</b></p> <p>1. Pupils will be able to sing in unison and in simple two-parts.</p> <p>2. Pupils will be able to demonstrate a good singing posture.</p> <p>3. Pupils will be able to follow a leader when singing.</p> <p>4. Pupils will be able to enjoy exploring singing solo.</p> <p>5. Pupils will be able to sing with awareness of being ‘in tune’.</p> <p>6. Pupils will be able to have an awareness of the pulse internally when singing.</p> |
| <p><b>Playing</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Core Knowledge</b></p> <p>1. Pupils will know and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ The instruments used in class (a glockenspiel, a recorder)</li> </ul>                                                                                                                                                                                                                                                                                                          | <p><b>Skills</b></p> <p>1. Pupils will be able to treat instruments carefully and with respect.</p> <p>2. Pupils will be able to play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>3. Pupils will be able to rehearse and perform their part within the context of the Unit song.</p>                                                  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4. Pupils will be able to listen to and follow musical instructions from a leader.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Improvisation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Core Knowledge</b></p> <p>1. Pupils will know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>○ Improvisation is making up your own tunes on the spot</li> <li>○ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>○ To know that using one or two notes confidently is better than using five</li> <li>○ To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> | <p><b>Skills</b></p> <p>Pupils will be able to improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> <li>• <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>• <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>• <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul> |
| <b>Composition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

# WCPS Music Curriculum: EYFS – Year 6

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| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>Pupils will know and be able to talk about: <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> </li> </ol>                                                                                                                                                                                                                                                                                                                              | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Pupils will be able to help create at least one simple melody using one, three or five different notes.</li> <li>Pupils will be able to plan and create a section of music that can be performed within the context of the unit song.</li> <li>Pupils will be able to talk about how it was created.</li> <li>Pupils will be able to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Pupils will be able to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic / pictorial notation).</li> </ol> |
| <p><b>Performance</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>Pupils will know and be able to talk about: <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul> </li> </ol> | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Pupils will be able to choose what to perform and create a programme.</li> <li>Pupils will be able to communicate the meaning of the words and clearly articulate them.</li> <li>Pupils will be able to talk about the best place to be when performing and how to stand or sit.</li> <li>Pupils will be able to record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ol>                                                                                                                                                                                                               |

| Year 3 Music Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Autumn Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b><i>Bucket Beats Drumming</i></b></p> <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>Pupils will perform 3 simple rhythmic parts with awareness of others</li> <li>Pupils will maintain a part within a group</li> <li>Pupils will know what it means to improvise</li> <li>Pupils will perform as a class</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will have watched a demonstration of bucket drumming</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to find and keep a steady beat</li> <li>Pupils will be able to copy back more complex rhythmic patterns by ear or from notation</li> <li>Pupils will be able to improvise and compose rhythmic patterns</li> <li>Pupils will perform in small groups and then as a class, keeping to their own part</li> </ul> <p><b>Wonder</b></p> | <p><b><i>Communication Music Express</i></b></p> <p><b>Core Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will have explored a range of different sounds made by technology</li> <li>Pupils will have created their own sounds using technology eg ringtones</li> <li>Pupils will create sound effects for their chosen computer game</li> </ul> <p><b>Hinterland Knowledge</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will create mobile phone ringtones using ipads</li> <li>Pupils will compose and play computer game sound effects on ipads and/or percussion instruments</li> </ul> <p><b>Wonder</b></p> <p><i>I wonder if anyone will guess what my computer game is about</i></p> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by:</li> </ul> | <p><b><i>Recorder 1</i></b></p> <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>Pupils will know about the basic instrumental techniques to their instrument</li> <li>Pupils will know how to keep their instrument in good condition</li> <li>Pupils will be able to follow the directions of a conductor or leader</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will have listened to a range of Recorder performances</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will play and sing a range of pieces from memory and from simple notation</li> <li>Pupils will be able to play up to three notes with a good sound</li> <li>Pupils will sit or stand with the correct posture</li> <li>Pupils listen to themselves and others, and make improvements •</li> </ul> |

# WCPS Music Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li><i>I wonder if we will all remember our parts</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>Playing rhythmic patterns on buckets</li> <li>Creating their own rhythmic patterns</li> <li>Performing to other pupils</li> </ul> </li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>structure, improvise, compose, pulse, rhythm, tempo, dynamics</p> | <ul style="list-style-type: none"> <li>Watching clips of video games</li> <li>Listening to a range of computer game music</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Sound effect, emoji, compose, improvise</p> | <ul style="list-style-type: none"> <li>Pupils copy back and improvise simple phrases •</li> <li>Pupils have a basic understanding of, and able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics</li> <li>Pupils create and perform their own rhythmic patterns</li> <li>Pupils compose, notate and perform short melodies</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li><i>I wonder if I will be able to play a whole piece of music on my recorder</i></li> <li><i>I wonder how the woodwind section of an orchestra changed over time...</i></li> <li><i>I wonder what extra woodwind instruments are sometimes used in the section e.g. bass clarinet, cor anglais, contra bassoon, bass flute...</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>Playing together as a recorder ensemble in the summer concert</li> <li>Listening to a wide variety of 'classical music'</li> <li>Watching video of orchestras playing</li> </ul> </li> </ul> |
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| Autumn Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer Term 2                                                                                                                                                                                                                                                     |
| <p><i>Peter and the Wolf</i></p> <p><b>Core Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will begin to recognise and identify instruments being played.</li> <li>• Pupils will use appropriate musical language to describe and discuss the music</li> <li>• Pupils will develop an understanding of musical composition</li> <li>• Pupils will carefully choose sounds to achieve an effect.</li> </ul> <ul style="list-style-type: none"> <li>• Pupils will know some strategies to compose simple tunes</li> </ul> <p><b>Hinterland Knowledge</b></p> | <p><i>Dragon Scales</i><br/>Charanga</p> <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know themes of traditional Folk tunes from around the world</li> <li>2. Pupils will know some of the stylistic features of Folk Songs</li> <li>3. Pupils will know what a pentatonic scale is</li> <li>4. Pupils will know what it means to improvise</li> <li>5. Pupils will know strategies that enable them to sing in two parts</li> <li>6. Pupils will know how to compose using a pentatonic melody</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know that Folk Songs can be found in all cultures around the world</li> <li>• Pupils will know examples of famous Folk Songs from the UK</li> </ul> | <p><i>See above – Recorders continued</i></p>                                                                                                                                                                                                                     |

# WCPS Music Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>Pupils will act in role as Peter and the wolf to enhance their performance.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will play a musical instrument</li> <li>Pupils will become more skilled in improvising</li> <li>Pupils will structure musical ideas to create music that has a beginning, middle and end</li> <li>Pupils will develop being able to compose simple melodies</li> <li>Pupils will be able to recognise a range of orchestral instruments</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li><i>I wonder what character's tune is being played</i></li> <li><i>I wonder why the composer chose a particular instrument to represent a character in the story</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by:             <ul style="list-style-type: none"> <li>Listening to the story and music of Peter and the Wolf</li> <li>Discussing the characters and the composer's choice of instruments</li> <li>Choosing their own instruments for the different characters in the story</li> </ul> </li> </ul> | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will develop being able to identify instruments and voices they hear</li> <li>Pupils will develop being able to identify themes from the songs they hear</li> <li>Pupils will develop being able to perform using the notes G, A, B</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li><i>I wonder which pieces of music famously uses pentatonic scales</i></li> <li><i>I wonder which folk tunes are famous in other countries</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by:             <ul style="list-style-type: none"> <li>Listening to a wide variety of folk tunes</li> <li>Exploring other cultures and the themes of their folk tunes.</li> </ul> </li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>             keyboard, drums, bass, pentatonic scale, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody</p> |  |
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# WCPS Music Curriculum: EYFS – Year 6

- Composing a simple tune and/or rhythm to represent a character in the story
- Playing instruments and performing in front of other people

## **Vocabulary - Tier 3 Subject Specific**

Names of the orchestral instruments (violin, viola, cello, double bass, oboe, clarinet, bassoon, French horn, timpani), compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody

## KS2 National Curriculum

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.

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 and musicians
- develop an understanding of the history of music.

## Year 4 Music Curriculum

### Listen and Appraise

#### Core Knowledge

1. Pupils will know five songs from memory and who sang them or wrote them
2. Pupils will know the style of the five songs
3. Pupils will know one song and be able to talk about:
  - Some of the style indicators of that song (musical characteristics that give the song its style).
  - Its lyrics: what the song is about

#### Skills

1. Pupils will be able to confidently identify and move to the pulse
2. Pupils will talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
3. Pupils will be able to think about what the words of a song mean
4. Pupils will be able to take turns to discuss how the song makes them feel.

# WCPS Music Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul>                                                                                                                                                                                                                                        | <ol style="list-style-type: none"> <li>Pupils will be able to listen carefully and respectfully to other people's thoughts about the music.</li> <li>Pupils will try to use musical words.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Musical Elements Development Games</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Core Knowledge</b><br/>Pupils will know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm and pitch work together</li> <li>● Pulse: Finding the pulse – the heartbeat of the music</li> <li>● Rhythm: the long and short patterns over the pulse</li> <li>● Know the difference between pulse and rhythm</li> <li>● Pitch: High and low sounds that create melodies</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> | <p><b>Skills</b><br/>Pupils will be able to:</p> <ol style="list-style-type: none"> <li><b>Find the Pulse:</b></li> <li><b>Rhythm Copy Back:</b> <ol style="list-style-type: none"> <li><b>Bronze:</b> Clap and say back rhythms</li> <li><b>Silver:</b> Create your own simple rhythm patterns</li> <li><b>Gold:</b> Perhaps lead the class using their simple rhythms</li> </ol> </li> <li><b>Pitch Copy Back Using 2 Notes</b> <ol style="list-style-type: none"> <li><b>Bronze:</b> Copy back – 'Listen and sing back' (no notation)</li> <li><b>Silver:</b> Copy back with instruments, without then with notation</li> <li><b>Gold:</b> Copy back with instruments, without and then with notation</li> </ol> </li> <li><b>Pitch Copy Back and Vocal Warm-ups</b></li> </ol> |
| <b>Singing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>Pupils will know and be able to talk about:           <ul style="list-style-type: none"> <li>○ Singing in a group can be called a choir</li> <li>○ Leader or conductor: A person who the choir or group follow</li> <li>○ Songs can make you feel different things e.g. happy, energetic or sad</li> </ul> </li> </ol>                                                                                                                                                                       | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Pupils will be able to sing in unison and in simple two-parts.</li> <li>Pupils will be able to demonstrate a good singing posture.</li> <li>Pupils will be able to follow a leader when singing.</li> <li>Pupils will be able to enjoy exploring singing solo.</li> <li>Pupils will be able to sing with awareness of being 'in tune'.</li> <li>Pupils will be able to rejoin the song if lost.</li> </ol>                                                                                                                                                                                                                                                                                                             |

# WCPS Music Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>○ Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>○ Texture: How a solo singer makes a thinner texture than a large group</li> </ul>                                                                                                                                                                                                                                                                                                              | <p>7. Pupils will listen to the group when singing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Playing</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Core Knowledge</b></p> <p>2. Pupils will know and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ The instruments used in class (a glockenspiel, a recorder or xylophone)</li> <li>○ Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>                                                                                                                                                                                                                           | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Pupils will be able to treat instruments carefully and with respect.</li> <li>2. Pupils will be able to play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>3. Pupils will be able to rehearse and perform their part within the context of the Unit song.</li> <li>4. Pupils will be able to listen to and follow musical instructions from a leader.</li> <li>5. Pupils will experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ol> |
| <p><b>Improvisation</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Core Knowledge</b></p> <p>2. Pupils will know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>○ Improvisation is making up your own tunes on the spot</li> <li>○ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>○ To know that using one or two notes confidently is better than using five</li> <li>○ To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> | <p><b>Skills</b></p> <p>Pupils will be able to improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> <li>• <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back melodic patterns</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>• <b>Silver Challenge:</b></li> </ul>                  |

# WCPS Music Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>○ To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> <li>● <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul> |
| Composition                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know and be able to talk about: <ul style="list-style-type: none"> <li>○ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>○ Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> </li> </ol> | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Pupils will be able to help create at least one simple melody using one, three or five different notes.</li> <li>2. Pupils will be able to plan and create a section of music that can be performed within the context of the unit song.</li> <li>3. Pupils will be able to talk about how it was created.</li> <li>4. Pupils will be able to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>5. Pupils will be able to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic / pictorial notation).</li> </ol>                                         |
| Performance                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

# WCPS Music Curriculum: EYFS – Year 6

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| <b>Core Knowledge</b><br>Pupils will know and be able to talk about: <ul style="list-style-type: none"> <li>○ Performing is sharing music with other people, an audience</li> <li>○ A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>○ You need to know and have planned everything that will be performed</li> <li>○ You must sing or rap the words clearly and play with confidence</li> <li>○ A performance can be a special occasion and involve an audience including of people you don't know</li> <li>○ It is planned and different for each occasion</li> <li>○ It involves communicating feelings, thoughts and ideas about the song/music</li> </ul> | <b>Skills</b> <ol style="list-style-type: none"> <li>1. Pupils will be able to choose what to perform and create a programme.</li> <li>2. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them</li> <li>3. Pupils will be able to talk about the best place to be when performing and how to stand or sit.</li> <li>4. Pupils will be able to record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ol> |
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## Year 4 Music Curriculum

| Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring Term                                                                                                                                                                                                                                                                                                                                                                                             | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Carnival of the Animals</b><br><br><b>Core Knowledge</b> <ol style="list-style-type: none"> <li>1. Pupils will know the composer of Carnival of the Animals</li> <li>2. Pupils will be able to identify some of the different movements</li> <li>3. Pupils will recognise the style of music they are listening to.</li> <li>4. Pupils will recognise the key instruments in the movements and discuss the composer's choice of instruments</li> </ol> | <b>Mamma Mia<br/>Charanga unit</b><br><br><b>Core Knowledge</b> <ol style="list-style-type: none"> <li>1. Pupils will know five songs from memory and who sang them or wrote them.</li> <li>2. Pupils will know the style of the five songs.</li> <li>3. Pupils will be able to talk about some of the style indicators of the songs (musical characteristics that give the song its style).</li> </ol> | <b>World Music project including Djembe drumming</b><br><br><b>Core Knowledge</b> <ol style="list-style-type: none"> <li>1. <i>Pupils</i> will know some of the stylistic features of Djembe drumming</li> <li>2. Pupils will know that the way the musical elements are combined affects the mood of the music</li> <li>3. Pupils will know where Djembe drumming originates</li> <li>4. Pupils will know the formal routines required to perform to a live audience</li> </ol> |

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| <ol style="list-style-type: none"> <li>Pupils will identify the tempo as fast, slow or steady.</li> <li>Pupils will explain what a main theme is and identify when it is repeated.</li> <li>Pupils will recall (by ear) memorable phrases heard in the music</li> <li>Pupils will describe legato and staccato</li> <li>Pupils will explore structure and duration</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will know some other pieces of music by <i>Saint-Saëns</i></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will listen, find and keep a steady beat</li> <li>Pupils will start to identify staves, lines and spaces, Clefs , Crotchets , Minims , Paired quavers</li> <li>Pupils will start to understand the differences between crotchets and paired quavers.</li> <li>Pupils will start to identify 2/4, 3/4, and 4/4 metre.</li> <li>Pupils will identify major and minor tonalities.</li> <li>Pupils will select instrument and create a short piece to represent a chosen animal</li> </ul> | <ol style="list-style-type: none"> <li>Pupils will be able to talk about the lyrics: what the songs are about.</li> <li>Pupils will be able to talk about musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>Pupils will be able to identify the main sections of the songs (introduction, verse, chorus etc).</li> <li>Name some of the instruments they heard in the songs.</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will know examples of Abba's music</li> <li>Pupils will experience that singing as part of an ensemble or large group is fun, but that you must listen to each other</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will develop the skills to find the pulse</li> <li>Pupils will clap and say back rhythms</li> <li>Pupils will create their own simple rhythm</li> <li>Pupils will copy back using 2 Notes</li> <li>Pupils will sing in unison and in simple two-parts.</li> <li>Pupils will follow a leader when singing.</li> <li>Pupils will rejoin the song if lost</li> </ul> <p><b>Wonder</b></p> | <ol style="list-style-type: none"> <li>Pupils will know how to perform as an ensemble</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will know examples of some famous Djembe music</li> <li>Pupils will recognise djembe drums when listening to African music</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will develop being able play a djembe drum</li> <li>Pupils can play and demonstrate a Bass, Tone and Slap hit</li> <li>Pupils can play basic rhythms to a steady pulse.</li> <li>Pupils will develop being able to keep in time with the rest of the group</li> <li>Pupils will develop being able to play different rhythms</li> <li>Pupils can improvise complex solos using the three main Djembe hits.</li> <li>Pupils will develop being able to share and perform pieces they have learnt.</li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils could experience the curriculum by: <ul style="list-style-type: none"> <li>Watching Djembe performances</li> <li>Having a professional drummer visit</li> </ul> </li> </ul> |
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# WCPS Music Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>Rehearse a class performance of Carnival of Animals</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li><i>I wonder which our favourite movement will be</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by:<br/>Watching a performance of the Carnival of the Animals<br/>Pupils will record their performance and discuss any required improvements</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Beat, pulse, echo, score, tune, rhythm, tempo, dynamics, timbre, texture, composer, conductor, staff notation, trble clef, time signature, bar</p> | <ul style="list-style-type: none"> <li><i>I wonder which Abba song will be the most popular</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by:<br/>Learning a range of Abba songs<br/>Singing as a class ensemble in 1 and 2 parts</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p> | <ul style="list-style-type: none"> <li>Inviting family and friends to their performance</li> <li></li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Djembe, Conductor, Beat, Tempo, Dynamics, Rhythm, Swahili, Call and Response, Polyrhythms</p> |
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## KS2 National Curriculum

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.

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 and musicians
- develop an understanding of the history of music.

## Year 5 Music Curriculum

### Listen and Appraise

#### Core Knowledge

1. Pupils will know five songs from memory, who sang or wrote them, when they were written and, if possible, why?
2. Pupils will know the style of the five songs and to name other songs from the units in those styles.
3. Pupils will know two or three other songs and be able to talk about:
  - Some of 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 songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
  - Identify the main sections of the songs (intro, verse, chorus)

#### Skills

1. Pupils will be able to identify and move to the pulse with ease.
2. Pupils will be able to think about the message of songs.
3. Pupils will be able to compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
4. Pupils will be able to Listen carefully and respectfully to other people's thoughts about the music.
5. Pupils will be able to use musical words when they talk about a piece of music.
6. Pupils will be able to talk about the musical dimensions working together in the Unit songs.

# WCPS Music Curriculum: EYFS – Year 6

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| <p>etc.)</p> <ul style="list-style-type: none"> <li>o Name some of the instruments they heard in the songs</li> <li>o The historical context of the songs. What else was going on at this time?</li> </ul>                                                                                                                                                                                 | <p>7. Pupils will be able to talk about the music and how it makes you feel.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Musical Elements Development Games</b></p>                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>2. Pupils will know how to keep the internal pulse.</li> <li>3. Pupils will know Musical Leadership: creating musical ideas for the group to copy or respond to.</li> </ol> | <p><b>Skills</b></p> <p>Pupils will be able to:</p> <p><b>1. Bronze Challenge</b></p> <ul style="list-style-type: none"> <li>o Find the pulse</li> <li>o Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>o Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> <p><b>2. Silver Challenge</b></p> <ul style="list-style-type: none"> <li>o Find the pulse</li> <li>o Lead the class by inventing rhythms for others to copy back</li> <li>o Copy back two-note riffs by ear and with notation</li> <li>o Question and answer using two different notes</li> </ul> <p><b>3. Gold Challenge</b></p> <ul style="list-style-type: none"> <li>o Find the pulse</li> <li>o Lead the class by inventing rhythms for them to copy back</li> <li>o Copy back three-note riffs by ear and with notation</li> <li>o Question and answer using three different notes</li> </ul> |
| <p><b>Singing</b></p>                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> </ol>                                                                                                                                                                             | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to sing in unison and to sing backing vocals.</li> <li>• Pupils will be able to enjoy exploring singing solo.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

# WCPS Music Curriculum: EYFS – Year 6

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| <p>2. Pupils will know a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul>                   | <ul style="list-style-type: none"> <li>• Pupils will be able to listen to the group when singing.</li> <li>• Pupils will be able to demonstrate a good singing posture.</li> <li>• Pupils will be able to follow a leader when singing.</li> <li>• Pupils will be able to experience rapping and solo singing.</li> <li>• Pupils will be able to listen to each other and be aware of how you fit into the group.</li> <li>• Pupils will be able to sing with awareness of being 'in tune'.</li> </ul>                                                                                                                                                                                                        |
| <p style="text-align: center;"><b>Playing</b></p>                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know different ways of writing music down – e.g. staff notation, symbols.</li> <li>2. Pupils will know the notes C, D, E, F, G, A, B + C on the treble stave.</li> <li>3. Pupils will know the instruments they might play or be played in a band or orchestra or by their friends.</li> </ol> | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Pupils will be able to play a musical instrument with the correct technique within the context of the Unit song.</li> <li>2. Pupils will be able to Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>3. Pupils will be able to rehearse and perform their part within the context of the Unit song.</li> <li>4. Pupils will be able to listen to and follow musical instructions from a leader.</li> <li>5. Pupils will be able to lead a rehearsal session.</li> </ol> |
| <p style="text-align: center;"><b>Improvisation</b></p>                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know improvisation is making up your own tunes on the spot.</li> <li>2. Pupils will know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> </ol>                                                         | <p><b>Skills</b></p> <p>Pupils will be able to:</p> <p><b>1. Play and Copy Back</b></p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Copy back using instruments. Use one note.</li> <li>○ <b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li>○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |

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| <ol style="list-style-type: none"> <li>Pupils will know that using one or two notes confidently is better than using five.</li> <li>Pupils will know that if you improvise using the notes you are given, you cannot make a mistake.</li> <li>Pupils will know that you can use some of the riffs you have heard in the challenges in your improvisations.</li> <li>Pupils will know three well-known improvising musicians.</li> </ol>                                              | <p><b>2. Play and Improvise</b> You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li> <li>○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p><b>3. Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Improvise using one note.</li> <li>○ <b>Silver</b> – Improvise using two notes.</li> <li>○ <b>Gold</b> – Improvise using three notes.</li> </ul> |
| <p style="text-align: center;"><b>Composition</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Core Knowledge</b><br/>Pupils will know and be able to talk about:</p> <ol style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection between sound and symbol</li> </ol> | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Pupils will be able to create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Pupils will be able to explain the keynote or home note and the structure of the melody.</li> <li>Pupils will be able to listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Pupils will be able to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ol>                                                                                                                                 |

| Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Core Knowledge</b> <ol style="list-style-type: none"> <li>1. Pupils will know and be able to talk about performing is sharing music with other people, an audience</li> <li>2. Pupils will know and be able to talk about a performance doesn't have to be a drama! It can be to one person or to each other</li> <li>3. Pupils will know and be able to talk about everything that will be performed must be planned and learned</li> <li>4. Pupils will know and be able to talk about you must sing or rap the words clearly and play with confidence</li> <li>5. Pupils will know and be able to talk about a performance can be a special occasion and involve an audience including of people you don't know</li> <li>6. Pupils will know and be able to talk about It is planned and different for each occasion</li> <li>7. Pupils will know and be able to talk about a performance involves communicating ideas, thoughts and feelings about the song/music</li> </ol> |                                                                                                                                                                                     | <b>Skills</b> <ol style="list-style-type: none"> <li>1. Pupils will be able to choose what to perform and create a programme.</li> <li>2. Pupils will be able to communicate the meaning of the words and clearly articulate them.</li> <li>3. Pupils will be able to talk about the venue and how to use it to best effect.</li> <li>4. Pupils will be able to record the performance and compare it to a previous performance.</li> <li>5. Pupils will be able to discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> </ol> |
| Year 5 Music Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Autumn Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring Term 1                                                                                                                                                                       | Summer Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Singing Young Voices</b><br><b>Traditional Jazz – Glen Miller &amp; the Big Band</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Learn to play the Ukulele</b><br><b>Musical Futures Sections 1-4</b>                                                                                                             | <b>Rock &amp; Pop - Protest Songs of Live Aid, Bob Marley, Apartheid, Bob Dylan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Core Knowledge for Singing</b> <ol style="list-style-type: none"> <li>1. Pupils will know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Core Knowledge</b> <ol style="list-style-type: none"> <li>1. Pupils will know how to hold a ukelele correctly</li> <li>2. Pupils will know how to hold and use a pick</li> </ol> | <b>Core Knowledge</b> <ol style="list-style-type: none"> <li>1. Pupils will know about famous pop songs used by musicians to make a point of protest.</li> <li>2. Pupils will know common structures and style indicators of pop songs</li> </ol>                                                                                                                                                                                                                                                                                                                                  |

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| <p>2. Pupils will know a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> <p><b>Core Knowledge for Traditional Jazz</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know the origins of Jazz</li> <li>2. Pupils will know the features of 'trad' jazz</li> <li>3. Pupils will know the evolution of the Big Band</li> <li>4. Pupils will know the story of Glen Miller and his influence on 1930s &amp; 1940s jazz</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know about famous performances of Glen Miller's band</li> <li>• Pupils will know about the role music played in boosting morale of troops in WW2</li> </ul> <p><b>Skills for Singing</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to sing in unison and to sing backing vocals.</li> <li>• Pupils will develop being able to demonstrate a good singing posture.</li> </ul> | <ol style="list-style-type: none"> <li>3. Pupils will know a few basic strumming patterns</li> <li>4. Pupils will be able to find the pulse</li> <li>5. Pupils will be able to play the chords Am, F, C, G</li> <li>6. Pupils will be able to improvise a 4 beat pattern</li> <li>7. Pupils will know how to play a simple tune</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know some facts about ukeleles</li> <li>• Pupils know some examples of ukelele music</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to hold a ukelele correctly</li> <li>• Pupils will develop being able to use a pick correctly</li> <li>• Pupils will develop being able to play a few chords correctly</li> <li>• Pupils will develop being able to carry out call and response</li> <li>• Pupils will develop being able to improvise a 4 beat pattern</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder how many chords we will be able to play at the end of Year 5?</i></li> </ul> | <ol style="list-style-type: none"> <li>3. Pupils will know the instrumentation of different protest songs</li> <li>4. Pupils will know the history of protest songs and they're importance in the development of the Civil Rights movement</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know specific details about the impact certain protest songs had on wider society</li> <li>• Pupils will know facts about famous protest song artists and their legacy</li> <li>• Pupils will know some films that have featured famous protest songs</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to listen and appraise commonly known protest songs</li> <li>• Pupils will develop being able to identify the tempo, dynamics and texture of protest songs.</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder what would have happened if no protest songs had been written...</i></li> <li>• <i>I wonder if there were any consequences for the artists who created and performed these songs...</i></li> </ul> |
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# WCPS Music Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>• Pupils will develop being able to follow a leader when singing.</li> <li>• Pupils will develop being able to listen to each other and perform in a choir.</li> <li>• Pupils will develop being able to sing with awareness of being 'in tune'.</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder which were Glen Miller's most popular songs</i></li> <li>• <i>I wonder how people listened to music in the 1930s and 1940s</i></li> <li>• <i>I wonder what other types of music was popular at the time</i></li> <li>• <i>I wonder what happened to musicians livelihoods during WW2</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by:             <ul style="list-style-type: none"> <li>○ Going to the O2 to experience performing in the world's largest children's choir</li> <li>○ Watching old footage of Glen Miller</li> <li>○ Listening to old recordings of trad jazz</li> </ul> </li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>unison, harmony, backing vocals, lead vocals, solo, traditional jazz, Dixieland jazz, blues, big band, wind, brass,</p> | <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>• Pupils could experience the curriculum by:<br/>Playing together as a whole class ensemble and performing to an audience</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Chord (including major and minor) – playing more than one string (note) at one time, Chord progression – playing more than one chord in a sequence, Rhythm – the pattern of beats, Tempo – the speed of the music, Melody – the main tune, Song structure – the different parts to a song (introduction, verse, chorus), Ensemble awareness – listening and playing in time, Plucking – playing strings individually, Strumming – playing all of the strings rhythmically</p> | <ul style="list-style-type: none"> <li>• <i>I wonder if there are other genres of music that are a sign of protest...</i></li> <li>• <i>I wonder why there aren't more protest songs in the charts today...</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by:             <ul style="list-style-type: none"> <li>○ Listening and watching different protest artists perform</li> <li>○ Survey the staff's favourite protest song</li> <li>○ Perform a protest song in the Summer Concert</li> </ul> </li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b> pop, soul, jazz, groove, riff, bass line, backbeat, brass section, apartheid, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture ,structure</p> |
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# WCPS Music Curriculum: EYFS – Year 6

| Autumn Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring Term 2                                                                                        | Summer Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>Singing Young Voices</b><br/><b>1960s Pop Ballads - The Music of Carol King</b></p> <p><b>Core Knowledge for Singing</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>2. Pupils will know a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ol> <p><b>Core Knowledge Pop Ballads</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know five songs and facts about the music of Carol King</li> <li>2. Pupils will know the style indicators of 1960s pop ballads</li> <li>3. Pupils will know the story and history behind Carol Kings album <i>Tapestry</i> and its famous song <i>You've Got a Friend in Me</i></li> <li>4. Pupils will know the significance of Carol Kings work in tackling political and</li> </ol> | <p><b>Learn to play the Ukulele</b><br/>Musical Futures Sections 1-4<br/>(continued – see above)</p> | <p><b>Composition – Junk Orchestra &amp; Song Writing about Sustainability Issues</b></p> <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know the stylistic features of different sections of the orchestra</li> <li>2. Pupils will know how to describe the timbres of different types of instrument that create sound through hitting, blowing, plucking, scraping</li> <li>3. Pupils will know how to write a rap</li> <li>4. Pupils will know what a conductor is and how to follow one</li> <li>5. Pupils will know how to combine different musical elements to create an atmospheric sound scape</li> <li>6. Pupils will know how to perform as an ensemble</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know how to make their own instruments</li> <li>• Pupils will know examples of some famous musical performances – STOMP</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to rap in unison</li> </ul> |

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| <p>contentious issues in the 1960s<br/><i>the/what/how/why...</i></p> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know what the civil rights movement in 1960s USA was and impact music had on it</li> <li>• Pupils will know some contemporaries of Carol King that also influenced the civil rights movement</li> </ul> <p><b>Skills for Pop Ballads</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to describe the style of mid 20<sup>th</sup> Century pop songs</li> <li>• Pupils will develop being able to describe the structure of a pop song</li> <li>• Pupils will develop being able to identify how the musical elements are prominent in 60s pop songs</li> <li>• Pupils will develop being able to play by ear and/or from notation using 4 notes – B, A, G, C, D, E, F</li> <li>• Pupils will develop being able to improvise using 3 notes – A, G, 3</li> <li>• Pupils will develop being able to compose using simple rhythms and the notes E, G, A, C, D</li> </ul> <p><b>Wonder</b></p> |  | <ul style="list-style-type: none"> <li>• Pupils will develop being able to perform a piece of music on different types of percussion accompanying a rap</li> <li>• Pupils will develop being able to follow a conductor</li> <li>• Pupils will develop being able to read dynamics</li> <li>• Pupils will develop being able to record their compositions as visual scores</li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>• Pupils could experience the curriculum by: <ul style="list-style-type: none"> <li>○ Watching videos of STOMP</li> <li>○ Visit a local recycle centre</li> <li>○ Perform a composition in front of an audience</li> </ul> </li> </ul> <p><b>Vocabulary – Tier 3 Subject Specific</b><br/>concert, conduct, silence, rap, reduce/reuse/recycle, sustainability, visual score, dynamics, artists, composer, conduct, improvise,</p> |
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- *I wonder which other songs of Carol King are as famous...*
- *I wonder if Carol King did any famous live performances...*
- *I wonder if anyone has ever covered a Carol King song...*
- *I wonder what it was like living in the 1960s...*

## Experiences & Provocations

- Pupils will experience the curriculum by:
  - Listening to and watching lots of performances of Carol King
  - Watching clips of life in the 1960s

## Vocabulary - Tier 3 Subject Specific

melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony

## KS2 National Curriculum

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.

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 and musicians
- develop an understanding of the history of music.

## Year 6 Music Curriculum

### Listen and Appraise

#### Core Knowledge

1. Pupils will know five songs from memory, who sang or wrote them, when they were written and why?
2. Pupils will know the style of the songs and to name other songs from the Units in those styles.
3. Pupils will know three or four other songs and be able to 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 songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)
  - Identify the structure of the songs (intro, verse, chorus etc.)
  - Name some of the instruments used in the songs

#### Skills

1. Pupils will be able to identify and move to the pulse with ease.
2. Pupils will be able to think about the message of songs.
3. Pupils will be able to compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
4. Pupils will be able to Listen carefully and respectfully to other people's thoughts about the music.
5. Pupils will be able to use musical words when talking about the songs.
6. Pupils will be able to talk about the musical dimensions working together in the Unit songs.
7. Pupils will be able to Talk about the music and how it makes you feel, using musical language to describe the music.

# WCPS Music Curriculum: EYFS – Year 6

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| <ul style="list-style-type: none"> <li>o The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>o Know and talk about that fact that we each have a musical identity</li> </ul>                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Musical Elements Development Games                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>2. Pupils will know how to keep the internal pulse</li> <li>3. Pupils will know musical leadership: creating musical ideas for the group to copy or respond to</li> </ol> | <p><b>Skills</b></p> <p>Pupils will be able to:</p> <p><b>1. Bronze Challenge</b></p> <ul style="list-style-type: none"> <li>o Find the pulse</li> <li>o Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>o Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> <p><b>2. Silver Challenge</b></p> <ul style="list-style-type: none"> <li>o Find the pulse</li> <li>o Lead the class by inventing rhythms for others to copy back</li> <li>o Copy back two-note riffs by ear and with notation</li> <li>o Question and answer using two different notes</li> </ul> <p><b>3. Gold Challenge</b></p> <ul style="list-style-type: none"> <li>o Find the pulse</li> <li>o Lead the class by inventing rhythms for them to copy back</li> <li>o Copy back three-note riffs by ear and with notation</li> <li>o Question and answer using three different notes</li> </ul> |
| Singing                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know five songs and their parts from memory, and to sing them with a strong internal pulse.</li> </ol>                                                                                                                                                                                           | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Pupils will be able to sing in unison and to sing backing vocals.</li> <li>2. Pupils will be able to demonstrate a good singing posture.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

# WCPS Music Curriculum: EYFS – Year 6

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| <p>2. Pupils will know about the style of the songs so you can represent the feeling and context to your audience</p> <p>3. Pupils will know a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> | <p>3. Pupils will be able to follow a leader when singing.</p> <p>4. Pupils will be able to experience rapping and solo singing.</p> <p>5. Pupils will be able to listen to each other and be aware of how you fit into the group.</p> <p>6. Pupils will be able to sing with awareness of being 'in tune'.</p>                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Playing</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know different ways of writing music down – e.g. staff notation, symbols</li> <li>2. Pupils will know the notes C, D, E, F, G, A, B + C on the treble stave</li> <li>3. Pupils will know the instruments they might play or be played in a band or orchestra or by their friends</li> </ol>                                                                                                        | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Pupils will be able to play a musical instrument with the correct technique within the context of the Unit song.</li> <li>2. Pupils will be able to Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>3. Pupils will be able to rehearse and perform their part within the context of the Unit song.</li> <li>4. Pupils will be able to listen to and follow musical instructions from a leader.</li> <li>5. Pupils will be able to lead a rehearsal session.</li> </ol> |
| <p><b>Improvisation</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has</li> </ul> </li> </ol>                                                                                                                                                       | <p><b>Skills</b></p> <p>Pupils will be able to:</p> <p><b>1. Play and Copy Back</b></p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Copy back using instruments. Use one note.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| <p>never been heard before. It is not written down and belongs to them.</p> <ul style="list-style-type: none"> <li>● To know that using one, two or three notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> | <ul style="list-style-type: none"> <li>○ <b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li>○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li> </ul> <p><b>2. Play and Improvise</b> You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li> <li>○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p><b>3. Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Improvise using one note.</li> <li>○ <b>Silver</b> – Improvise using two notes.</li> <li>○ <b>Gold</b> – Improvise using three notes.</li> </ul> |
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| Composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Core Knowledge</b></p> <p>Pupils will know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul>         | <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Pupils will be able to create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>2. Pupils will be able to explain the keynote or home note and the structure of the melody.</li> <li>3. Pupils will be able to listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>4. Pupils will be able to Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ol>                                                                                                                                                                                                                                                                                                                    |

# WCPS Music Curriculum: EYFS – Year 6

| Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Core Knowledge</b><br>Pupils will know and be able to talk about: <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Skills</b> <ol style="list-style-type: none"> <li>1. Pupils will be able to choose what to perform and create a programme.</li> <li>2. Pupils will be able to communicate the meaning of the words and clearly articulate them.</li> <li>3. Pupils will be able to talk about the venue and how to use it to best effect.</li> <li>4. Pupils will be able to record the performance and compare it to a previous performance.</li> <li>5. Pupils will be able to discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ol> |
| Year 6 Music Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Autumn Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Singing – <i>Young Voices</i></b><br/> <b>Jazz, Latin, Blues – impact on city life in New Orleans, Rio, Chicago</b></p> <p><b>Core Knowledge for Singing</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>2. Pupils will know a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> </ul> </li> </ol>                                                                                                                                                                                                               | <p><b>Music from four inspirational female artists</b></p> <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know examples of inspirational female musical artists</li> <li>2. Pupils will know facts about individual artists' identity and how they express this through their music</li> <li>3. Pupils will know how artists go about creating music</li> <li>4. Pupils will know how creating music helps artists build confidence</li> </ol> | <p><b>Learn to play the Ukulele</b><br/> Musical Futures Sections 5-9</p> <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know how to hold a ukelele correctly</li> <li>2. Pupils will know how to hold and use a pick</li> <li>3. Pupils will know a few basic strumming patterns</li> <li>4. Pupils will be able to find the pulse</li> <li>5. Pupils will be able to play the chords Em, B7, D, E as well as revising Am, F, C, G</li> </ol>                                                                                                 |

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| <p>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>○ To know what the song is about and the meaning of the lyrics</p> <p>○ To know and explain the importance of warming up your voice</p> <p><b>Core Knowledge for Jazz, Latin, Blues</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know what makes music sound as if it is of a Latin heritage</li> <li>2. Pupils will know that Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz</li> <li>3. Pupils will know when in Jazz musicians are playing a composed melody and when they are improvising</li> <li>4. Pupils will know the style indicators of Jazz, Latin and Blues</li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know why they like / dislike jazz</li> <li>• Pupils will know why the Blues is so important to the African American</li> <li>• Pupils will know how Jazz music traditions influenced ballroom dancing and know the associated dances connected to Jazz</li> </ul> | <p>5. Pupils will know how they can express their own identity through music</p> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know other examples of inspirational women in other areas of the arts</li> <li>• Pupils will know famous examples of how artists around the world have expressed themselves</li> <li>• Pupils will know examples of how for centuries it has been a man's world and how difficult it's been for women to find their voice</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to create their own composition using instruments and/or lyrics</li> <li>• Pupils will develop being able to perform in front of their peers</li> <li>• Pupils will develop being able to collaborate to create a piece of music</li> <li>• Pupils will develop being able to manipulate the music elements to create an effect or tell a story through music</li> </ul> | <p>6. Pupils will know how to perform a 2 and 3 chord jam</p> <p>7. Pupils will be able to perform a range of pieces on the ukelele</p> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know some facts about ukeleles</li> <li>• Pupils know some examples of ukelele music</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to hold a ukelele correctly</li> <li>• Pupils will develop being able to play 8 chords correctly</li> <li>• Pupils will develop being able to read music notation</li> <li>• Pupils will develop being able to follow a conductor</li> <li>• Pupils will develop being able to read dynamics</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder how many chords we will be able to play at the end of Year 5?</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>• Pupils could experience the curriculum by: <ul style="list-style-type: none"> <li>○ Watching other Ukulele bands perform</li> </ul> </li> </ul> |
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| <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will develop being able to identify the structure of a piece of jazz music</li> <li>Pupils will develop being able to identify the instrumentation of a piece of jazz music</li> <li>Pupils will develop being able to identify central musical elements at play that are central to the success of a piece of jazz music</li> <li>Pupils will develop being able to play and copy back and improvise using C, D, E, F, G, A, B, C and C, Bflat, G, F, C</li> <li>Pupils will be able to perform a jazz piece with improvisations, instrumental performances and using compositions</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li><i>I wonder why jazz isn't as popular as pop music...</i></li> <li><i>I wonder if there are any jazz musicians who can't read music</i></li> <li><i>I wonder what sort of songs were sung by Black slaves in America...</i></li> <li><i>I wonder if white Americans accepted Black jazz musicians...</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>Listening and watching videos of jazz performance</li> </ul> </li> </ul> | <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li><i>I wonder which other pieces of music in different genres have a clear identity as a result of the composer trying to communicate messages or their personality e.g. Shostakovich...</i></li> <li><i>I wonder which pieces of music adults I know would say show the character and identity of the composer...</i></li> <li><i>I wonder how composers compose...</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>Pupils could experience the curriculum by: <ul style="list-style-type: none"> <li>listening to each other's compositions and evaluating what sort of story they communicate</li> <li>watching Leonard Bernstein record <i>West Side Story</i></li> <li>performing their compositions to children in other year groups</li> </ul> </li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music</p> | <ul style="list-style-type: none"> <li>Having a professional Ukulele performer visit</li> <li>Inviting family and friends to their concert</li> <li>Fundraise for a good cause</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Chord (including major and minor) – playing more than one string (note) at one time, Chord progression – playing more than one chord in a sequence, Rhythm – the pattern of beats, Tempo – the speed of the music, Melody – the main tune, Song structure – the different parts to a song (introduction, verse, chorus), Ensemble awareness – listening and playing in time, Plucking – playing strings individually, Strumming – playing all of the strings rhythmically</p> |
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# WCPS Music Curriculum: EYFS – Year 6

| <ul style="list-style-type: none"> <li>○ Watch <i>Strictly Come Dancing</i> - which dance is accompanied by Jazz</li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>Blues, Jazz, Latin, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo</p>                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                      |
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| Autumn Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer Term 2                                                                                        |
| <p><b>Singing – <i>Young Voices</i></b><br/><b>The Romantic Era - the Symphony Orchestra and famous Tone Poems</b></p> <p><b>Core Knowledge for Singing</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>2. Pupils will know a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ol> | <p><b>Composition – Rap on UN Rights of the Child</b></p> <p><b>Core Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know the relationship between poetry, lyrics and rap and how musicians use these written forms in music</li> <li>2. Pupils will know how to write a rap on a range of themes</li> <li>3. Pupils will know examples of how rap is used to make a protest or highlight disadvantage in society</li> <li>4. Pupils will know a range of ways to use technology to compose a rhythm and beat accompaniment for a rap</li> <li>5. Pupils will know how to use tuned, untuned percussion and other electronic instruments to create a sound scape accompaniment to spoken verse</li> </ol> | <p><b>Learn to play the Ukulele</b><br/>Musical Futures Sections 5-9<br/>(continued – see above)</p> |

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| <p><b>Core Knowledge for the Romantic Era</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know Beethoven evolved and innovated the symphony orchestra and bridged the Classical and Romantic Eras of music</li> <li>2. Pupils will know which extra instruments and their timbres innovated the sound picture of the symphony orchestra in the Romantic Era</li> <li>3. Pupils will know the stylistic features of tone poems and their purpose</li> <li>4. Pupils will know famous tone poems, describing how a symphonic orchestra is used to tell stories e.g Richard Strauss' <i>Alpine Symphony</i></li> </ol> <p><b>Hinterland Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know further examples of tone poems</li> <li>• Pupils will know the background of some of the composers of Romantic tone poems</li> <li>• Pupils will know how Romantic era music has been used in films and modern day life</li> <li>• Pupils will know how Stravinsky took symphonic music into the 20<sup>th</sup> Century era</li> </ul> <p><b>Skills for Singing</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop being able to sing in unison and to sing backing vocals.</li> <li>• Pupils will develop being able to demonstrate a good singing posture.</li> </ul> | <ol style="list-style-type: none"> <li>6. Pupils will know how to combine a range of musical elements to create a desired atmosphere and mood in a composition</li> </ol> <p><b>Hinterland Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know famous rap artists and their music, who used their art form to protest and highlight disadvantage</li> <li>2. Pupils will know examples of famous protest songs that had an impact on society's perception of the status quo</li> <li>3. Pupils will know the history of the creation of the Universal Declaration of Human Rights and how it is used today</li> </ol> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will be develop being able to write verse to be used in their compositions</li> <li>• Pupils will develop being able to create sound using technology</li> <li>• Pupils will develop being able to collaborate with others to produce a composition</li> <li>• Pupils will develop being able to play instruments whilst watching a conductor and be aware of others in the ensemble</li> <li>• Pupils will develop being able to perform in front of others</li> </ul> |  |
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| <ul style="list-style-type: none"> <li>• Pupils will develop being able to follow a leader when singing.</li> <li>• Pupils will develop being able to listen to each other and perform as part of a choir.</li> <li>• Pupils will develop being able to sing with awareness of being 'in tune'.</li> </ul> <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder what's the most listened to Romantic symphony...</i></li> <li>• <i>I wonder which symphonic piece has the biggest orchestra...</i></li> <li>• <i>I wonder what came after the Romantic Symphony... what changed...</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Listening to wide range of symphonic music</li> <li>○ Watching recordings of symphony orchestras playing tone poems</li> <li>○ seeing primary sources – bass clarinet, e flat clarinet, thunder machine</li> </ul> </li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>tone poem, symphony, era, strings, percussion, woodwind, brass, key, melody, timbre, section, Strauss, Beethoven</p> | <p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• <i>I wonder if the music and lyrics of songs are written by the same person...</i></li> <li>• <i>I wonder when the first rap music was heard...</i></li> <li>• <i>I wonder which protest rap song made the biggest impact making people sit up and listen to issue the music was highlighting...</i></li> </ul> <p><b>Experiences &amp; Provocations</b></p> <ul style="list-style-type: none"> <li>• Pupils will experience the curriculum by: <ul style="list-style-type: none"> <li>○ Watching videos and listening to a wide range of rap music</li> <li>○ Performing together using technology and instruments</li> <li>○ Performing their music to others</li> </ul> </li> </ul> <p><b>Vocabulary - Tier 3 Subject Specific</b><br/>rap, rhythm, beat, texture, timbre, instrumentation, improvise, accompaniment, diction, articulation, ensemble, conductor</p> |  |
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