

**Sandy Hill Academy**  
**Teaching and Learning Principles**  
**Subject: Music**

**Mission Statement:**

***‘Aspiring to achieve, determined to succeed’***

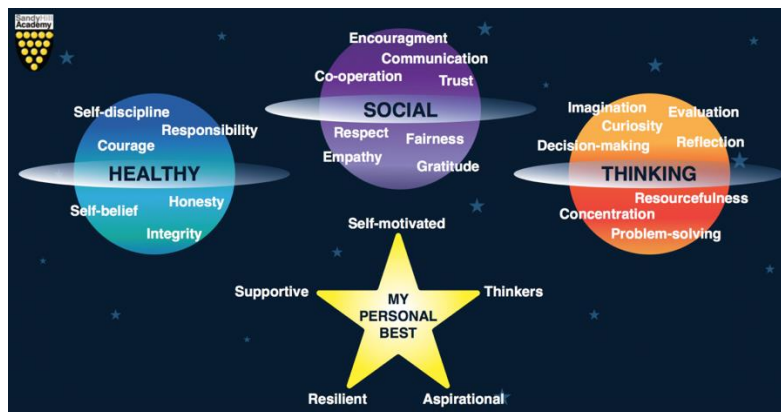
**In Music we aim to:**

Music supports the development of many crucial learning characteristics and enables children to achieve ‘My Personal Best’ and the values of Sandy Hill Academy.

Pupils are actively encouraged to engage with music as part of a healthy, balanced approach to learning.

At Sandy Hill Academy we:

- Develop a love of Music and provide an understanding of this universal language
- Provide a high-quality music education that engages and inspires a love of Music
- Increase self-confidence, creativity and a sense of achievement through our Music curriculum and extra-curricular provision
- Provide a minimum of one hour of teaching of Music a week through a variety of musical experiences
- Support the development of the key aspects of the Music curriculum: singing, listening, composing and performing
- Set high expectations for every pupil
- Connect with our local community through musical opportunities
- Provide ‘cultural capital’ experiences through the introduction of the best that has been thought and said



## **Music Expectations:**

### **EYFS**

Purpose of study:

[Statutory framework for the early years foundation stage](#)

### **Development Matters September 2020**

In the Development Matters September 2020 document, music is woven throughout the areas of learning, specifically: Expressive Arts and Design, Communication and Language, and Physical Development. Child-initiated musical experiences are enabled through the set up of our inside and outdoor environments. A love of music is promoted through exposure to different music genres, daily singing and sessions using Charanga which enable children to explore music patterns and rhythms.

Learning will be documented through Tapestry observations, recordings and performances.

Three and Four-Year-Olds will be learning to	Communication and Language	<ul style="list-style-type: none"><li>• Sing a large repertoire of songs.</li></ul>	
	Physical Development	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li></ul>	
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>• Create their own songs, or improvise a song around one they know.</li><li>• Play instruments with increasing control to express their feelings and ideas.</li></ul>	
Children in Reception will be learning to	Communication and Language	<ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs</li></ul>	
	Physical Development	<ul style="list-style-type: none"><li>• Combine different movements with ease and fluency</li></ul>	
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively sharing ideas, resources and skills.</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul>	
Early Learning Goal	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul>

## **Music (National Curriculum 2014)**

Purpose of study: <https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

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.

### **Aims**

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Key stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

### **Key stage 2**

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 interrelated 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

## Planning

At Sandy Hill Academy we use Charanga, which is a complete Scheme of Work, to support our planning and delivery of Music sessions from EYFS to Year 6.

The Musical School Scheme provides class teachers with week-by-week lessons for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources for every lesson. The Scheme supports all the requirements of the national curriculum and is absolutely in line with published Ofsted guidance.

The Model Music Curriculum (March 2021) has been introduced to provide a practical framework through which the statutory requirements of the curriculum can be met. By setting out a model of how the curriculum can be delivered, it offers guidance and ideas for teachers, and provides a springboard from which to approach teaching.

It is our goal that 80% of music lessons should be practical. Teachers make it their goal to make Music engaging and to promote the 'My Personal Best' values throughout lessons.

*A typical lesson at Sandy Hill would look like this:*

<b>Starter/warm-up</b>	<b>Main Activity</b>	<b>Progression</b>	<b>Plenary/Reflection</b>
Learners prepare their bodies for music. Physical whole-body followed by vocal exercises. The aim is: stretch and relax muscles. Warm-ups take the form of exciting games activities or related to the music focus. Teachers discuss the purpose of a warm-up with the children in their class, asking them to reflect on what they notice about their bodies. Other warm-ups, dependent on the focus, include: <ul style="list-style-type: none"><li>- Rhythm</li><li>- Listening</li><li>- Reading notation</li></ul>	Learning objectives, outcomes are shared by the teacher with learners.  Teacher/student model the activity emphasising the success criteria or an element of the success criteria.  Pupils sustain practice whilst the adults praise and support, emphasising the success criteria. Pupils may assess their learning at this stage.  Challenge for pupils who demonstrate consistent success when required.	This may take the shape of an application activity – e.g. add an additional phrase or rhythm to the composition/add a verse/second part. It could on the other hand be a progression of the activity completed initially – depending on the need of the learners.  Intervention can be used for small groups of learners to develop skills with an adult when required.  Pupils may assess their learning at this stage.  Adults praise and support learning, emphasising the success criteria  Learners who require challenge can be further challenged at this stage.	Children to share/perform to the rest of the class if in groups or a whole class performance. Make video/audio recordings which can be used to demonstrate pupils progress through the unit of work or as a starter activity the following weeks (Pupils' assess their own progress by watching their performance the following week)  During this part of the session, children assess their progress against the learning objective, learning outcomes and success criteria.

Learners are assessed during sessions to identify whether they require support or challenge. The STEP principle is applied to include all learners. S: Space, T: Time, E: Equipment, P: People. Learners conduct self and peer assessment during sessions, using ICT to photograph and video where appropriate in order to aid progression of learning.

## Skills Progression:

At Sandy Hill, we use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning.

## Contextual examples:

### Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Main Songs	Pat-o-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old MacDonald Incy Wincy Spider Boo Boo Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk Boo Boo Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat	Reflect, Rewind & Replay
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, colours, toys, how I look.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
Games Track	Find the pulse.	Find the pulse as one of the characters from the song	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.

### Knowledge & Skills – Year 1

Unit	1	2	3	4	5	6
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rap, singing and dancing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
<b>Instrumental Parts</b>						
Key	C		C	D minor	C	Revise existing
One Note	C		C	D	C	
Easy Part	C		C + D	D, F, C + D	C + G	
Medium Part	C + G		C + D	D, E, F, G + A	C, E + G	
Melody	C + G		C, G + A	D, F, G, A + C	E, G + A	
<b>Warm-up Games</b>						
Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.						
Game 1	<b>Find The Pulse</b> Choose an animal and find the pulse					
Game 2	<b>Rhythm Copy Back</b> Listen to the rhythm and clap back					
Game 3	<b>Rhythm Copy Back, Your Turn</b>					
Game 4	<b>Pitch Copy Back and Vocal Warm-up 1</b>					
Game 4a	<b>Pitch Copy Back and Vocal Warm-up 2</b>					

### Knowledge & Skills – Year 2

Unit	1	2	3	4	5	6
Title	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind & Replay
Style of main song	Afro-pop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	G	G	D	C	C	Revise existing
One Note	G	G	F	C	C	
Easy Part	G, A + C	G, A + B	D + C	C + D	E + G	
Medium Part	G, A, B + C	G, A + B	G, F + C	C + D	E, G, A + B	
Melody	E, F, G, A, B + C	N/A	C, D + F	C + D	C, D, E, F, G, A + B	
<b>Warm-up Games</b>						
Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.						
Game 1	<b>Find The Pulse</b> Choose an animal and find the pulse					
Game 2	<b>Rhythm Copy Back</b> Listen to the rhythm and clap back					
Game 3	<b>Rhythm Copy Back, Your Turn</b>					
Game 4	<b>Pitch Copy Back and Vocal Warm-up 1</b>					
Game 4a	<b>Pitch Copy Back and Vocal Warm-up 2</b>					

### Knowledge & Skills – Year 3

Unit	1	2	3	4	5	6
Title	Let Your Spirit Fly	Gluckenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	C	Multiple pieces	G	G	C	Revise existing
One Note	C	E	G	G	C	
Easy Part	C, F + G	D + E and D + C	G + A	G	C	
Medium Part	E, F, G, A, B + C	D, E, F and C, D + E	C + A	G, A + B	G, A + C	
Melody	N/A	N/A	C, D, E, G, A + Bb	B, C, D, E, F + G	G, A + C	
<b>Warm-up Games</b>						
Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.						
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	C + sometimes D	n/a	C + sometimes D	G + sometimes A	C + sometimes A	
Gold	C + D	n/a	C + D	G + A	C + A	

### Knowledge & Skills – Year 4

Unit	1	2	3	4	5	6
Title	Mamma Mia	Gluckenspiel 2	Stopt	Lean On Me	Blackbird	Reflect, Rewind & Replay
Style of main song	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Unit theme	ABBA's music	Exploring and developing playing skills using the gluckenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	G	multiple pieces		C	C	Revise existing
One Note	G	C		C	C	
Easy Part	G	C + D		C + F	C + B	
Medium Part	G + A	C, D + E		E, F + G	G, A, B + C	
Melody	G, A, B + C	C, D, E, F + G		G, A, B, C, D + E	C, D, E, F + G	
<b>Warm-up Games</b>						
Progressive challenges within each Unit that include four games. The games build over the year but the structure stays the same.						
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	G + sometimes A	n/a	C + sometimes D	F + sometimes G	C + sometimes D	
Gold	G + A	n/a	C + D	F + G	C + D	

### Knowledge & Skills – Year 5

Unit	1	2	3	4	5	6
Title	Live! On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Style of main song	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	G	Bossa Nova B, A + C	C		F	Revise existing
One Note	G	C	A	A	F	
Easy Part	G, A + B	Swing D, E, G, A + B	C, F	D + A	F + G	
Medium Part	D, E, F sharp, G		E, F, G, A, B + C	G + A	F + G	
Melody	D, E, F sharp, G, A, B + C		B, C, D, E, F + G	C, D, E, F, G + A	F, G, A + D	
<b>Warm-up Games</b>						
Rhythm and Pitch Copy Back, and Question and Answer						
Bronze	G	n/a	C	D	F	Revise existing
Silver	G + A	n/a	C + D	D + E	F + G	
Gold	G, A + B	n/a	C, D + E	D, E + F	F, G + A	

### Knowledge & Skills – Year 6

Unit	1	2	3	4	5	6
Title	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind & Replay
Style of main song	Pop/Rock Soul	Classical or Urban Gospel	70s Ballad/Pop	Credence Clearwater Revue	Classical	Classical
Unit theme	Being happy!	Jazz, improvisation and composition	Bergin's Billie's music and cover versions	The music of Carole King	The history of music, look back and consolidate your learning, learn some of the language of music	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	D (introduction on A)	C and Blues in C	Eb major	C major	n/a	Revise existing
One Note	A	n/a	n/a	C		
Easy Part	A + G	n/a	n/a	G, A + B		
Medium Part	A, G + B	n/a	n/a	C, D, E + F		
Melody	G, A, B, C, D + E	n/a	Eb, F, G, Ab, Bb, C + D	D, E, F, G, A, B + C		
<b>Warm-up Games</b>						
Rhythm and Pitch Copy back and Question and Answer						
Bronze	A	n/a	Learn to clap some of the rhythm used in the song	A	n/a	Revise existing
Silver	A + G	n/a		A + G		
Gold	A, G + B	n/a	Learn some musical phrases that you will sing in the song	A, G + E		

*Indicative musical features (elements) that give language to concepts that pupils have understanding of in sound (Model Music Curriculum)*

	Year 3	Year 4	Years 5 & 6
<b>Rhythm, Metre and Tempo</b>	Downbeats, fast (allegro), slow (adagio), pulse, beat	Getting faster ( <i>accelerando</i> ), Getting slower ( <i>rallentando</i> ), Bar, metre	Simple time, compound time, syncopation
<b>Pitch and Melody</b>	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
<b>Structure and Form</b>	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
<b>Harmony</b>	Drone	Static, moving	Triads, chord progressions
<b>Texture</b>	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
<b>Dynamics and Articulation</b>	Loud ( <i>forte</i> ), quiet ( <i>piano</i> )	Getting louder ( <i>crescendo</i> ), getting softer ( <i>decrescendo</i> ); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
<b>Instruments and Playing Techniques</b>	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

*Progression in knowledge of the constituent parts of musical notation (Model Music Curriculum)*

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (allegro), slow (adagio)	✓	✓	✓
Getting faster ( <i>accelerando</i> ), getting slower ( <i>rallentando</i> )		✓	✓
Stave, lines and spaces, clef*, reading dot notation	✓ do–me Range of a 3rd	✓ do–so Range of a 5th	✓ do–do' Range of an octave
Loud ( <i>forte</i> )	✓	✓	✓
Quiet ( <i>piano</i> )	✓	✓	✓
Getting louder ( <i>crescendo</i> ), Getting softer ( <i>decrescendo</i> )		✓	✓

*Listening and appraising lesson Year 1 – Teacher question: “Which of these instruments are playing in this excerpt?” – Children recall their knowledge of instruments and the sounds they make.*

*Musical notation lesson Year 3 – Teacher question to assess prior knowledge: “What is the name of the 5 lines on which musical notes are written?”*



## **Teaching and Learning Expectations:**

- **EYFS:** children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The development of children's artistic and cultural awareness supports their imagination and creativity. Children will see, hear and participate in high quality and varied music in order to support their understanding, self-expression, vocabulary and ability to communicate through the arts. The class environment, both indoor and outdoor, should have an area set up for child-initiated musical experiences to be observed and /or recorded where possible.
- At **KS1** and **KS2**, pupils will receive a minimum of one hour of teaching a week through structured music lessons and short sessions spread across the week.
- All children are able to access Music
- Teachers have access to the teaching resources: Charanga and Sing Up.
- Teachers to make audio/video recorders of half termly assessed performances that will be put in a shared music document.
- One piece of Music recorded per half-term, this could include pupils' assessment of a piece of music they performed where they can discuss their progression, enjoyment and part they played in the process.
- Class blogs and social media to include examples of Music.
- Opportunities for all children to attend extra-curricular activities in music, including: a broad range of peripatetic lessons, choir, clubs, to take part in performances at school and in other locations, to attend performances at school and off site.

## **Cultural Capital**

High-quality musical experiences provide excellent examples of cultural capital. At Sandy Hill Academy we aim to ensure that our pupils have access to a range of opportunities, including:

- Live performances that incorporate a range of musical genres, periods of music, musical interpretations and uses of music
- Visits to musical venues to experience music and culture
- Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions
- Meeting and questioning professional musicians as part of our commitment to 'aspiring futures'

## **Extra-curricular**

At Sandy Hill Academy we recognise the importance of providing musical experiences that are additional to those provided as part of the curriculum. These include:

- Rocksteady band sessions (including bursary spaces to support our most disadvantaged children)
- Peripatetic instrument lessons, including violin, singing, guitar and drums
- Music based clubs, including choir, dance and instrumental
- First Access support from Cornwall Music Education Hub

## Working Walls/Displays:

- **EYFS** will have an indoor and outdoor area musical environment set up which is linked to the half-termly topics of learning, following the children's interests.
- **KS1 and KS2** to have the seven musical elements on display: pitch, duration, dynamics, tempo, timbre, texture, structure; below the focus learning objective.
- Opportunities for clubs and peripatetic lessons are clearly displayed and advertised to ensure all pupils have an opportunity to engage in extra-curricular activities/learning.
- Whole school music display to be regularly updated to demonstrate the musical learning taking place. To include musical texts and CPD opportunities.

## Monitoring/Assessment:

- Exit Points (e.g.: quizzes, performance, festival)
- Use of assessment documentation to identify children, WTS, EXS and GDS – audio/video recordings to show progression
- Pupil Conferencing
- Learning Walk/Lesson Observations
- Work Scrutinies
- Performances from musicians (allowing 'cultural capital' experiences) and child led performances to allow listening and appraising and evaluation of experiences

## Examples of assessment information taken from Charanga

### Teacher Assessment – Me! – Year R, Unit 1

**Black text:** Most children will be working at this expected standard.  
**Aqua text:** Others will be working at greater depth.

#### 1 – Listen and Respond: Me!

##### The children can

- Enjoy listening to the music and respond through dancing or other movement.
- Others will find the pulse naturally.
- Recognise and name some of the characters and stories in the songs.

#### 2 – Explore and Create

##### Games Track

- Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.
- Enjoy thinking up and sharing their own ideas for actions.

##### Copycat Rhythm Games

- Copy back the rhythm of their name.
- Clap the name of a friend for others to copy.

##### High and Low Games

- Copy sounds they can hear to distinguish high pitched sounds from low pitched sounds.
- Enjoy finding and moving the pitch of their voices.

#### 3 – Singing: Learn to Sing the Song

- Learn to sing the song in unison with support.
- Add actions or substitute a word in some sections.
- Enjoy singing a song from memory.

#### 4 – Share and Perform

- Choose one of the songs and perform it with any actions you have created.
- Enjoy the challenge of performing with just the backing track.

##### Teacher's Notes



**Musical themes:** Pulse, rhythm patterns and high and low sounds.

**Listening:** to the additional six songs/pieces in this unit will support and enrich the children's understanding of its theme.

**Vocabulary:** Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.

**Most children** should respond to music, searching out a steady pulse to move to. Some children will be able to move to the pulse in different ways and clap the rhythm of their name.

**Others** will clap the rhythm of a different name.

### Teacher Assessment – Hey You! – Year 1, Unit 1

**Black text:** Most children will be working at this expected standard.  
**Aqua text:** Others will be working at greater depth.

#### 1 – Listening: Hey You!

##### The children can

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs.
- Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks.

#### 2 – Musical Activities

##### Find the pulse

- March in time with the pulse.
- Be an animal finding the pulse.

##### Clap rhythms

- Copy back the rhythms they hear.
- Clap the rhythm of their name over the track.
- Create their own rhythm for others to copy.

##### Sing

- Rap and sing in time to the music.
- Lead the groups that are rapping and singing.

##### Play instrumental parts

- Play accurately and in time as part of the performance.
- Most will play C.
- Some will play C + G.

##### Improvise

- In the lessons and as part of the performance.
- Most will use C.
- Some will play C + G.

##### Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use C + D.
- Some will play C, D + E.

##### Teacher's Notes



**Themes:** How pulse, rhythm and pitch work together.

**Listening:** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**Vocabulary:** Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.

**Most children** should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.

### Teacher Assessment – Hands, Feet, Heart – Year 2, Unit 1

**Black text:** Most children will be working at this expected standard.  
**Aqua text:** Others will be working at greater depth.

#### 1 – Listening: Hands, Feet, Heart

##### The children can

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs.
- Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.
- Recognise all or many of the instruments they can hear.

#### 2 – Musical Activities

##### Find the pulse (a steady heartbeat)

- March in time with the pulse.
- Be an animal finding the pulse.

##### Clap rhythms (long + short sounds whilst marching to the pulse)

- Know that rhythm is different to the pulse.
- Copy and clap back rhythms.
- Clap the rhythm of their name.
- Create simple rhythms themselves.

##### Singing in groups

- Recognise that songs sometimes have a question and answer section and a chorus.

##### Play instrumental parts

- Play accurately and in time.
- Expected to play: G, A + C.
- Greater depth: play G, A, B + C.

##### Improvise

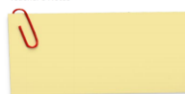
- In the lessons and the performance.
- Most will use C.
- Some will play C + D.

##### Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use C + D.
- Some will use C, D + E or C, D, E, F + G.

#### 3 – Perform & Share

##### Teacher's Notes



**Theme:** South Africa and South African music.

**Instruments needed:** Glocks and/or untuned percussion, or any instrument the children are learning to play.

**Listening:** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**Vocabulary:** Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.

**Most children** should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that

### Teacher Assessment – Let Your Spirit Fly – Year 3, Unit 1

**Black text:** Most children will be working at this expected standard.  
**Aqua text:** Others will be working at greater depth.

#### 1 – Listen & Appraise: Let Your Spirit Fly (RnB)

##### The children can

- Identify the piece's structure: Introduction, verse, chorus.
- Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.
- Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.

#### 2 – Musical Activities using glocks and/or recorders

##### Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.

##### Warm-up Games

copy back, play, invent rhythmic and melodic patterns.

##### Bronze Challenge:

Rhythm patterns.

Silver Challenge: C, sometimes with D and reading notes.

Gold Challenge: C + D and reading notes.

Singing in 2 parts.

Play instrumental parts accurately and in time, as part of the performance.

The easy part: F, G, C by ear.

The medium part: E, F, G, A, B + C by ear and from notation.

##### Improvise

in the lessons and as part of the performance.

Bronze Challenge: C.

Silver Challenge: C and sometimes D.

Gold Challenge: C + D.

Compose a simple melody using simple rhythms and use it as part of the performance.

Using the notes: C, D + E.

Using the notes: C, D, E, F + G.

##### Teacher's Notes



**Theme:** RnB and other musical styles.

**Instruments needed:** Glocks and/or recorders, or any instrument the children are learning to play.

**Listening:** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**Vocabulary:** Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody.

**Most children** should know the difference between pulse and rhythm.

**Others** will know how pulse, rhythm and pitch work together to create a song.

### Teacher Assessment – Mamma Mia – Year 4, Unit 1

**Black text:** Most children will be working at this expected standard.  
**Aqua text:** Others will be working at greater depth.

#### 1 – Listen & Appraise: Mamma Mia (Pop, Abba's Music)

##### The children can

- Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.
- Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.
- Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.

#### 2 – Musical Activities using glocks and/or recorders.

##### Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.

##### Warm-up Games

copy back, play, invent rhythmic and melodic patterns.

Bronze Challenge: rhythm patterns.

Silver Challenge: G, sometimes A and reading notes.

Gold Challenge: G + A and reading notes.

Singing in unison.

Play instrumental parts accurately and in time, as part of the performance.

The easy part: G by ear.

The medium part: G + A by ear and from notation.

##### Improvise

in the lessons and as part of the performance.

Bronze Challenge: G.

Silver Challenge: G and sometimes A.

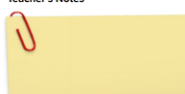
Gold Challenge: G + A.

Compose a simple melody using simple rhythms and use it as part of the performance.

Using the notes: G, A + B.

Using the notes: G, A, B, D + E (pentatonic scale).

##### Teacher's Notes



**Theme:** ABBA's music.

**Listening:** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**Vocabulary:** Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.

**Most children** will know the difference between pulse and rhythm and be able to keep the internal pulse.

### Teacher Assessment – Livin' On A Prayer – Year 5, Unit 1

**Black text:** Most children will be working at this expected standard.  
**Aqua text:** Others will be working at greater depth.

#### 1 – Listen & Appraise: Livin' On A Prayer (Rock)

##### The children can

- Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.
- Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.
- Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.

#### 2 – Musical Activities using glocks and/or recorders

##### Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.

##### Warm-up Games

Rhythm and Pitch Copy Back, and Question and Answer.

Bronze Challenge: G.

Silver Challenge: G and reading notes.

Gold Challenge: G, A + B and reading notes.

Singing in unison.

Play instrumental parts accurately and in time as part of the performance.

The easy part: G + A by ear and from notation.

The medium part: G, E, F, sharp + G by ear and from notation.

##### Improvise

in the lessons and as part of the performance.

Bronze Challenge: G.

Silver Challenge: G + A.

Gold Challenge: G, A + B.

Compose a melody using simple rhythms and use as part of the performance.

Using the notes: G, A + B.

Using the notes: G, A, B, D + E (pentatonic scale).

##### Teacher's Notes



**Theme:** Rock anthems.

**Listening:** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**What are the 'style indicators' of Rock music?** How do you know this is Rock music? Instruments used etc? Refer to the Knowledge & Skills documents provided.

**Vocabulary:** Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.

**Most children** will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on