

Barndale Activate Curriculum Music Overview

22/23	Music											
Topic	Musical Experience				Singing and Musical Instruments				Music Creation			
Who/When	Hedgehogs	Autumn 1	Hedgehogs	Autumn 2	Hedgehogs	Spring 1	Hedgehogs	Spring 2	Hedgehogs	Summer 1	Hedgehogs	Summer 2
Skills	<ul style="list-style-type: none"> ● Plays ‘statues’, stopping as the music stops ● Describes music they have heard in simple terms, e.g. fast, loud, happy, etc ● Responds appropriately to the music of others ● Listens to and engages with a range of music. ● Demonstrates appropriate audience behaviour, e.g. listening quietly ● Listens to longer pieces of music without disruption ● Communicates about how the music makes them feel ● Expresses simple reasons why they like or dislike a piece of music, e.g. too fast, too slow 	<ul style="list-style-type: none"> ● Listens to, and can engage with, music they have not heard before ● Stops and starts when the music begins and finishes ● Makes vocal or physical sounds in response to music ● Responds to changes in sound or music with body movements ● Demonstrates appreciation of a performance, e.g. clapping ● Generalises the names of some instruments, e.g. calls any string instrument a violin, percussion instrument a drum, etc. ● Demonstrates some understanding of the mood of a piece of 	<ul style="list-style-type: none"> ● States what they are going to do, e.g. hit/scrape ● Shows some control with an instrument ● Imitates an action with their instrument to play loudly or quietly ● Participates in action rhymes and songs Plays a high or low note on demand ● Sings a high or low, loud or quiet note on demand ● Sings familiar songs with others, starting and stopping at the correct time ● Sorts a group of instruments into those which are plucked, banged or blown with support ● Explores a range of musical instruments, demonstrating what they have found out 	<ul style="list-style-type: none"> ● Understands simple practiced action words relating to playing an instrument, e.g. blow, hit, shake, etc ● Starts and stops performing in response to a signal from the conductor ● Plays simple musical instruments ● Holds and plays classroom instruments generally correctly ● Plays longer or shorter notes when asked ● Plays louder or quieter notes when asked ● Suggests how to play an instrument they are unfamiliar with Investigates how to make sounds on different instruments 	<ul style="list-style-type: none"> ● Explores sound using a simple computer program ● Explores sounds they can make with instruments ● Imitates others to create a sound either on an instrument or vocally ● Makes a range of sounds on an instrument Plays (random) notes on a tuned instrument over a rhythm played by someone else ● Improvises a simple rhythm ● Repeats a rhythmic pattern ● Chooses specific pictures to symbolise high or low notes ● Orders symbols from left to right 	<ul style="list-style-type: none"> ● Plays (random) rhythms on an untuned instrument over a tune played by someone else ● Creates sounds on an instrument in response to a word, e.g. plays fast notes to “Run”, slow notes to “Walk”, etc. ● Claps their own short rhythm for another to copy ● Creates short melodies using a range of high and low notes ● Creates short melodies using a range of rhythms ● Selects an instrument by function, e.g. striking/shaking to make a sound 						

	<ul style="list-style-type: none"> Experiments with moving to music in different ways 	music through dance movements		<ul style="list-style-type: none"> Investigates how to stop sound on different instruments 		
Assessment	Steps 1 & 2	Steps 1 & 2	Steps 1 & 2	Steps 1 & 2	Steps 1 & 2	Steps 1 & 2

22/23	Music														
Topic	Musical Experience				Singing and Musical Instruments				Music Creation						
Who/When	Squirrels	Autumn 1	Squirrels	Autumn 2	Squirrels	Spring 1	Squirrels	Spring 2	Squirrels	Summer 1	Squirrels	Summer 2			
Skills	<ul style="list-style-type: none"> Identifies personal preferences for songs Listens to and comments simply on a variety of instrumental and vocal music Describes a sequence of three notes Describes the notes heard using the words 'high' and 'low' accurately Recognises the difference between loud and quiet sounds, and silence Communicates in simple terms about 		<ul style="list-style-type: none"> Suggests reasons why they like a certain piece or style of music Evaluates music they've heard using simple words Listens to recorded and live music for a short period, commenting simply on musical elements Claps back short rhythmic patterns of four beats which include rests Claps back a short rhythm from music they have heard Explores and describes different sounds from one instrument 			<ul style="list-style-type: none"> Performs a solo Performs in a group Suggests how they think their instrument makes a noise Tries different methods of gaining new sounds from instruments Changes dynamics when playing an instrument in the course of the music Follows the lead to clap or walk to a pulse Sings action songs Sings songs with and without an accompaniment Performs rhymes on their own 			<ul style="list-style-type: none"> Sings a growing range of songs, performing with others with some confidence Starts playing or singing at the correct time in a familiar song or piece of music Names some familiar classroom instruments correctly Mouths or chants the words in time with an accompaniment Joins in with others to say a rhyme Completes call and response melodies choosing from different 			<ul style="list-style-type: none"> Explores computer software to create new sound patterns Composes music with symbols to represent high/low notes Composes music with symbols to represent long/short sounds Composes music with symbols to represent loud/quiet notes Represents high and low sounds visually using simple patterns or picture symbols Creates a short musical sequence that combines long and short sounds 			<ul style="list-style-type: none"> Creates sounds to accompany a story, picture, feeling, etc. Points to symbols on a graphic score whilst the music is being played Creates a pattern which shows a contrast in dynamics Creates a musical sequence which has a beginning and an end

	<p>the tempo of music they hear</p> <ul style="list-style-type: none"> Determines between one strand or more than one strand of music when listening to music 	<ul style="list-style-type: none"> Listens for and pinpoints long and short sounds in a piece of recorded music Listens for and pinpoints high and low sounds in a piece of music 	<ul style="list-style-type: none"> Rehearses with others in small group 	<p>voices, e.g. singing or humming</p>	<ul style="list-style-type: none"> Creates a rhythmic sequence which changes tempo 	
Assessment	Steps 3 & 4	Steps 3 & 4	Steps 3 & 4	Steps 3 & 4	Steps 3 & 4	Steps 3 & 4

22/23	Music											
Topic	Musical Experience				Singing and Musical Instruments				Music Creation			
Who/When	Foxes	Autumn 1	Foxes	Autumn 2	Foxes	Spring 1	Foxes	Spring 2	Foxes	Summer 1	Foxes	Summer 2
Skills	<ul style="list-style-type: none"> Comments on instruments they have seen played, e.g. their names, how they are played Communicates about the structure of music they hear in simple terms, e.g. repeating chorus in a song Describes music they have heard using simple musical elements as a basis, Recognises sounds which move in leaps or steps Recognises long and short notes in a simple rhythm or 		<ul style="list-style-type: none"> Claps back rhythmic patterns of six beats Communicates about simple differences they hear when listening to a range of music from different eras Classifies timbres in simple terms Evaluates a piece of music using a simple grid as a guide Names tuned and untuned classroom instruments correctly Claps back a rhythmic pattern (including rests) of eight beats 		<ul style="list-style-type: none"> Demonstrates how to make high, low, soft and loud sounds with different classroom instruments Watches and follows the conductor to know how and when to play, e.g. faster, louder, to stop or start playing Controls the level of dynamics when playing an tuned or untuned instrument Says a chant mostly in time with others Sings songs confidently with others 		<ul style="list-style-type: none"> Breathes at the end of a phrase when singing Recalls songs or sound patterns from memory Holds simple instruments correctly Demonstrates awareness of pitch when following the shape of a melody whilst singing Decides how some orchestral instruments could be played Sings songs, says chants and rhymes with others 		<ul style="list-style-type: none"> Includes dynamic and tempo changes in their composition Creates rhythmic patterns which includes rests Creates a short vocal melodic pattern Creates a sequence of sounds which have a beginning, middle and end Scribes their music using simple graphic notations Explores sounds through software Composes for two parts Plays or claps from their simple 		<ul style="list-style-type: none"> Includes repetition in their compositions, e.g. in rhythms or melodies Creates music or sounds using digital technology Selects and combines sounds they want in their compositions, e.g. type of instruments and how they are played Includes the use of silence (rests) in their composition Records music and/or sounds they have created to evaluate 	

	melody Identifies different tempos when listening to a range of music using the terms "fast", "getting faster", "slow", "getting slower" and "moderate"	<ul style="list-style-type: none"> Watches a recording of orchestral music and discusses how different instruments are played Recognises crescendo and diminuendo 	<ul style="list-style-type: none"> Responds to two instructions when performing music, e.g. louder and faster Plays a range of tuned classroom instruments musically 	<ul style="list-style-type: none"> Sings short songs with good posture Sings with an awareness of other performers Performs a short piece alone and in a group with symbols as support Performs a rhythm to a given pulse 	notation, e.g. graphical	
Assessment	Steps 5 & 6	Steps 5 & 6	Steps 5 & 6	Steps 5 & 6	Steps 5 & 6	Steps 5 & 6

22/23															
Music															
Topic	Musical Experience				Singing and Musical Instruments				Music Creation						
Who/When	Badgers	Autumn 1	Badgers	Autumn 2	Badgers	Spring 1	Badgers	Spring 2	Badgers	Summer 1	Badgers	Summer 2			
Skills	<ul style="list-style-type: none"> Listens to and discusses a genre of music, e.g. songs from different countries, folk songs Evaluates musical elements using a prompt sheet, e.g. uses a list of technical vocabulary to choose from Lists some of the instruments heard in a piece of music 	<ul style="list-style-type: none"> Discusses how a piece of music reflects its purpose Describes the melody and texture of a piece of music Claps back rhythmic patterns which include dynamics Suggests how different the music from a period in history is to the music of today 	<ul style="list-style-type: none"> Discusses how a piece of music reflects its purpose Describes the melody and texture of a piece of music Claps back rhythmic patterns which include dynamics Suggests how different the music from a period in history is to the music of today 	<ul style="list-style-type: none"> Discusses how a piece of music reflects its purpose Describes the melody and texture of a piece of music Claps back rhythmic patterns which include dynamics Suggests how different the music from a period in history is to the music of today 	<ul style="list-style-type: none"> Sings back a melody from a song they have heard Performs showing some inclusion of dynamics Follows the conductor's lead Performs in a group, keeping a steady pulse Stresses some sung consonants or words 	<ul style="list-style-type: none"> Sings back a melody from a song they have heard Performs showing some inclusion of dynamics Follows the conductor's lead Performs in a group, keeping a steady pulse Stresses some sung consonants or words 	<ul style="list-style-type: none"> Sings back a melody from a song they have heard Performs showing some inclusion of dynamics Follows the conductor's lead Performs in a group, keeping a steady pulse Stresses some sung consonants or words 	<ul style="list-style-type: none"> Sings back a melody from a song they have heard Performs showing some inclusion of dynamics Follows the conductor's lead Performs in a group, keeping a steady pulse Stresses some sung consonants or words 	<ul style="list-style-type: none"> Stands correctly when singing Sings with control of volume Joins in call and response songs which uses leaps and steps Demonstrates some accuracy in a solo performance Demonstrates a sense of pulse in a solo 	<ul style="list-style-type: none"> Stands correctly when singing Sings with control of volume Joins in call and response songs which uses leaps and steps Demonstrates some accuracy in a solo performance Demonstrates a sense of pulse in a solo 	<ul style="list-style-type: none"> Stands correctly when singing Sings with control of volume Joins in call and response songs which uses leaps and steps Demonstrates some accuracy in a solo performance Demonstrates a sense of pulse in a solo 	<ul style="list-style-type: none"> Identifies elements of standard musical notation, e.g. bar lines, notes, stave, treble clef, etc. Records, retrieves and improves their work using technology Recognises simple dynamic notations, e.g. 'f', 'p', etc 	<ul style="list-style-type: none"> Identifies elements of standard musical notation, e.g. bar lines, notes, stave, treble clef, etc. Records, retrieves and improves their work using technology Recognises simple dynamic notations, e.g. 'f', 'p', etc 	<ul style="list-style-type: none"> Lists simple terms to describe tempo and adds tempo marking to their compositions using correct vocabulary, e.g. presto Creates simple melodies, e.g. for a melodic ostinato Composes in a given structure Composes for three parts 	<ul style="list-style-type: none"> Lists simple terms to describe tempo and adds tempo marking to their compositions using correct vocabulary, e.g. presto Creates simple melodies, e.g. for a melodic ostinato Composes in a given structure Composes for three parts

