



Music at The Belham Primary School

Intent

The National Curriculum states that “Music should engage and inspire pupils to develop a love of music”. That music uses a universal language is to all of our advantage and so, as a diverse school, at The Belham, we can use it to express ourselves, our feelings and our understanding in many ways and to the benefit of the whole community. As pupils progress through the school, they must develop their critical engagement with music by listening to a wide variety of styles of music, composing and performing to small and larger groups. They will also learn to notate their compositions, firstly, using any visual notation and, ultimately using conventional musical notation.

Implementation

Singing lies at the heart of music making at The Belham Primary School. All children take part in a year group singing lesson once a week and join together to celebrate their learning with the whole school once a week. They also have a weekly music lesson in which they will learn and practise all the necessary skills to become a discerning listener, composer and performer with a variety of tuned and un-tuned percussion as well as their voices. In Year 2, all children will learn the descant recorder and in Year 5, all children will take an active role in a small ensemble on the recorder or a range of other percussion instruments. Children in year six compose music and lyrics for a song and can arrange it using digital programmes. They also perform as a dance band, accompanying other children in a folk music unit of work.

All children from Year 3 up have the opportunity to learn a musical instrument with a member of our peripatetic staff. These instruments are supplied by the school and loaned to the children, free of charge, for their life at the school. Lessons are given in small groups of between two and four children during the school day. Fees may be subsidised as part of our commitment to offer instrumental lessons to all children regardless of their family's ability to pay. Opportunities to perform in concerts and assemblies may be taken up if children show great progress through enthusiasm, hard work and regular practice.



Reception

Objectives

Exploring music (inter-related dimensions of music)

- Learn about high/low, quiet/loud, fast/slow and finding the pulse of music
- Use thinking voice for some phrases in songs
- Recognise lower, middle and higher pitches on chime bars
- Learn to play gradually faster and slower on percussion instruments

Creating, composing and performing

- Learn and remember 5 new songs to sing alone, in partners and as a group
- Learn to play gradually louder and quieter on percussion instruments
- Play wooden, metal, shaking, skinned and tuned instruments

Listen to, review and evaluate a range of music

- Listen and move appropriately to music
- Recognise known songs played from rhythm alone
- Recognise and tap 4 beat rhythms from known songs

Units

Autumn Finding our own Voice

- Learn and remember 5 new songs to sing alone, in partners and as a group
- Learn to play gradually louder and quieter on percussion instruments
- Play wooden, metal, shaking, skinned and tuned instruments

Spring Pulse and Rhythm

- Learn and remember 5 new songs to sing with a partner and in a group
- Use thinking voice for some phrases in songs
- Recognise lower, middle and higher pitches on chime bars
- Learn to play gradually louder and quieter on percussion instruments

Summer Playing Together

- Learn and remember 5 new songs to sing alone, with a partner and in a group
- Recognise and tap 4 beat rhythms from known songs
- Learn to play gradually faster and slower on percussion instruments
- Recognise known songs played from rhythm alone

Key listenings incl composers

- Get you moving from Rainbows Trees
- Tambourines by Susie Splitter
- 'One Way' Reggae Music
- The Lost Place - Music from Algeria
- The Jumping Dance

- The Tiny Caterpillar
- William Tell Overture
- Fisher's hornpipe Yoyo Ma, Edgar Meyer, Mark O'Connor
- Feeling good Nina Simone

- The Scooby doo song
- Tango music played by Yo-yo Ma
- When the Saints Go Marching In - Louis Armstrong
- Vivaldi, The Four Seasons - Winter

Key Vocabulary

High/Low
Fast/Slow
Quiet/Loud
Start/Stop
Pulse
Steady Beat
Rhythm
Wooden Instruments – Claves, Wood Blocks



	Metal Instruments – Triangles, Cow Bells, Chime Bars Shaking Instruments – Maracas, Metal Shakers, Tambourines Skinned Instruments – Drums, Skinned Tambourines
Trips, Visits and Visitors	Christmas Nativity, Spring Showcase

YEAR ONE

Objectives

Exploring music (inter-related dimensions of music)		Creating, composing and performing	Listen to, review and evaluate a range of music
<ul style="list-style-type: none">• Explore the different sounds the body and voice can make• Tap pulse and rhythm of known songs using hands and then percussion instruments• Use bodies to show difference between lower, middle-lower, middle-higher and higher sounds• Explore long and short sounds vocally• Recognise which wooden, metal, shaking, skinned and tuned instruments make long or short sounds• Learn to repeat rhythms to form an ostinato underneath singing• Walk the pulse at different speeds		<ul style="list-style-type: none">• Learn and remember 5 new songs to sing alone, with a partner and in a group• Make up sounds effects for a story using wooden metal, shaking, skinned and tuned instruments• Continue to learn about high/low, quiet/loud and fast/slow by changing the way songs and instruments are performed• Play musical games to develop musical memory and steady beat	<ul style="list-style-type: none">• Listen for longer periods to recorded music• Listen and move to recorded music, noting its pulse and rhythm
Units	Autumn Exploring Percussion	Spring Long/Short Sounds	Summer Pulse and Rhythm
	<ul style="list-style-type: none">• Learn and remember 5 new songs to sing alone, with a partner and in a group• Explore the different sounds the body and voice can make• Tap pulse and rhythm of known songs using hands and then percussion instruments• Use bodies to show difference between lower, middle-lower, middle-higher and higher	<ul style="list-style-type: none">• Learn and remember 5 new songs to sing alone, with a partner and in a group• Explore long and short sounds vocally• Learn to repeat rhythms to form an ostinato underneath singing• Recognise which wooden, metal, shaking, skinned and tuned instruments make long or short sounds	<ul style="list-style-type: none">• Learn and remember 5 new songs to sing alone, with a partner and in a group• Walk the pulse at different speeds• Continue to learn about high/low, quiet/loud and fast/slow by changing the way songs and instruments are performed



	sounds • Make up sounds effects for a story using wooden metal, shaking, skinned and tuned instruments	• Listen for longer periods to recorded music	
Key listenings incl composers	<ul style="list-style-type: none">• Summertime by Larry Adler and Peter Gabriel• Luna Lagoon• Tchaikovsky 1812 overture	<ul style="list-style-type: none">• Mu min xin ge• Under stars by Brian Eno• Baris gede Bandrangan Gamalan - music from Indonesia• Fantasia on Greensleeves by Vaughan Williams	<ul style="list-style-type: none">• Music explorer for infants - track 5• Hall of the mountain king• Fever by Elvis Presley• Music explorer for infants - track 4• Cscualo Piazzola
Key Vocabulary	High / Middle High / Middle Low / Low Sound Effects Saxophone, Trombone, Cello, Flute Long and Short sounds Ostinato Higher/Lower Faster/Slower Quieter/Louder		
Trips, Visits and Visitors	Christmas Nativity, Spring Showcase		



YEAR TWO

Objectives

Exploring music (inter-related dimensions of music)

- Follow teacher's hand signs to sing doh, ray, me and soh and lah
- Read 4 beat rhythms using quavers (1/2 beat) and crotchets (1 beat). Say to words ti-ti, ta
- Play rhythm notation phrases on recorders to include ti-ti (quaver), ta (crotchet), too (minim) and ta rest.
- Use crescendo and diminuendo where appropriate.
- Walk the pulse at different speeds

Creating, composing and performing

- Learn to play the descant recorder
- Learn simple tunes on the recorder from memory with accompaniment
- Play two-part pieces on recorders from memory with accompaniment.
- Learn and remember 5 new songs to sing alone, with a partner and in a group

Listen to, review and evaluate a range of music

- Listen for longer periods to recorded music
- Listen and move to recorded music, noting its pulse and rhythm
- Listen to music noting higher and lower sounds

Units

Autumn

Learn to play the descant recorder.

- Learn simple tunes on the recorder from memory
- Learn and remember 5 new songs to sing alone, with a partner and in a group
- Follow teacher's hand signs to sing doh, ray, me and soh.
- Read 4 beat rhythms using quavers (1/2 beat) and crotchets (1 beat)
- Say to words ti-ti, ta.

- Learn simple tunes on the recorder from memory
- Learn and remember 5 new songs to sing alone, with a partner and in a group
- Follow teacher's hand signs to sing doh, ray, me and soh.
- Read 4 beat rhythms using quavers (1/2 beat) and crotchets (1 beat)
- Say to words ti-ti, ta.

Spring

Exploring Sounds and Symbols

- Learn simple tunes on the recorder from memory
- Read and tap 4 beat rhythms using ti-ti (quavers), ta (crotchet) and too (minim)
- Use loud/quiet and fast/slow symbols when appropriate.

- Learn simple tunes on the recorder from memory
- Read and tap 4 beat rhythms using ti-ti (quavers), ta (crotchet) and too (minim)
- Use loud/quiet and fast/slow symbols when appropriate.

Summer

Reading and Playing Rhythmic Phrases

- Play rhythm notation phrases on recorders to include ti-ti (quaver), ta (crotchet), too (minim) and ta rest.
- Play two-part pieces on recorders from memory with accompaniment.
- Use cresc and dim where appropriate.

- Play rhythm notation phrases on recorders to include ti-ti (quaver), ta (crotchet), too (minim) and ta rest.
- Play two-part pieces on recorders from memory with accompaniment.
- Use cresc and dim where appropriate.

Key listenings incl
composers

- Red Hot Recorder music by Sara Watts
- Professional recorder ensembles
- Palisander

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Key vocabulary

Kodaly – Do, re, mi, Soh, La Rhythms – ti-ti (Quavers), Ta (Crotchet) Improvisation Graphic Score Harmonica, Trumpet
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The Belham Primary School

Music Progression

Trips, Visits and Visitors

Christmas Nativity, School Choir, Spring Showcase, Summer Concert



YEAR THREE

Objectives

Exploring music (inter-related dimensions of music)		Creating, composing and performing		Listen to, review and evaluate a range of music	
<ul style="list-style-type: none">Improvise vocally using ms (me/soh/lah) phrasesSing 4 beat phrases using msl to solfa notationFollow teacher’s hand signs to sing drm phrases (do/re/me), then improvising vocally and singing 4 beat phrases using drmto solfa notationRead 4 beat rhythms using quavers (1/2 beat), crotchets (1 beat) and crotchet rests. Say to words tea, coffee and shhh, then tap together as a class.		<ul style="list-style-type: none">Use tuned and untuned instruments to work together to create a piece of music about a chosen animalPerform class arrangement of a songWork as a class to build own ostinato piece using instruments		<ul style="list-style-type: none">Find melody of known songs on tuned instrumentsNotate in rhythm notation the rhythm of a line of a well-known song	
Units	Autumn Animals (making music about animals)	Spring Rhythmic Patterns from Notation		Summer Performers (class performances of known songs)	
	<ul style="list-style-type: none">Improvise vocally using ms (me/soh) phrasesRead 4 beat rhythms using quavers (1/2 beat), crotchets (1 beat) and crotchet rests.Say to words tea, coffee and shhh, then tap together as a class.Use tuned and untuned instruments to work together to create a piece of music about a chosen animal	<ul style="list-style-type: none">Sing 4 beat phrases using msl to solfa notationImprovise vocally using msl (me/soh/lah) phrasesNotate in rhythm notation the rhythm of a line of a well-known songWork as a class to build own ostinato piece using instruments		<ul style="list-style-type: none">Follow teacher’s hand signs to sing drm phrases (do/re/me), then improvising vocally and singing 4 beat phrases using drm to solfa notationFind melody of known songs on tuned instrumentsPerform class arrangement of a song	
Key listenings incl composers	<ul style="list-style-type: none">Autumn - animal musicAquarium - Carnival of the animalsLiona elephant and kangaroo - Carnival of the animalsPeter and the WolfLuna Lagoon	<ul style="list-style-type: none">Unsquare DanceBoleroAlperTubular Bells		<ul style="list-style-type: none">Summertime sung by Peter GabrielSummertime performed by Ella Fitzgerald and Louis ArmstrongElgar sea songs - the swimmerJohn Caltrain - My Favourite ThingsEva Cassidy - Over the RainbowLed Zeppelin - since I’ve been loving you	



Key Vocabulary	Kodaly – Soh, Me, La, Do, Re, Mi Rhythms – Rest (Crotchet Rest) Structure Rhythmic Ostinato Solfa Notation
Trips, Visits and Visitors	School Choir, Christmas Performance, Spring Showcase, Summer Concert

YEAR FOUR**Objectives**

Exploring music (inter-related dimensions of music)		Creating, composing and performing		Listen to, review and evaluate a range of music	
<ul style="list-style-type: none">• Understand and explore the pentatonic scale• Follow teacher’s hand signs to sing drml phrases (do/re/me/so/la), then improvising vocally and singing 4 beat phrases using drml to solfa notation• Read 4 beat rhythms using quavers (1/2) beat, crotchets (1 beat), crotchet rest and dotted quaver and semiquaver• Read 4x4 beat phrases, understanding the structure, then playing on pentatonic instruments		<ul style="list-style-type: none">• Sing and play as part of a class piece based on a picture• Work alone, in a pair, and in a small group to illustrate a picture musically, then performing and explaining it• Learn to sing songs in two parts		<ul style="list-style-type: none">• Find melody of known songs on tuned instruments• Notate in rhythm notation the rhythm of a line of a well-known song	
Units	Autumn Pentatonic Music	Spring Painting with Sound		Summer Playground Songs	
	<ul style="list-style-type: none">• Understand and explore the pentatonic scale	<ul style="list-style-type: none">• Sing and play as part of a class piece based on a picture		<ul style="list-style-type: none">• Follow teacher’s hand signs to sing drml phrases (do/re/me/so/la), then improvising vocally and singing 4 beat phrases using drml to solfa notation	



	<ul style="list-style-type: none">Follow teacher's hand signs to sing dm phrases (do/re/me), then improvising vocally and singing 4 beat phrases using dm to solfa notationRead 4 beat rhythms using quavers (1/2) beat, crotchets (1 beat), crotchet rest and dotted quaver and semi quaverRead 4x4 beat phrases, understanding the structure, then playing on pentatonic instruments	<ul style="list-style-type: none">Work alone, in a pair, and in a small group to illustrate a picture musically, then performing and explaining itLearn to sing songs in two parts	<ul style="list-style-type: none">Share, learn and study playground songs from around the worldTake an existing playground song and add another verse to make into a performance in a group
Key listenings incl composers	<ul style="list-style-type: none">Japanese drumming piece - pentatonic tuneHanukah Jewish songScottish folk songWonderwall - Oasis	<ul style="list-style-type: none">Morning - Peer GyntThe Parties Over - Wynton MarsalisWinds on the mountain - Listening to Music 7+	<ul style="list-style-type: none">Songs from 'World song project' - Camden MusicSongs from Saydisc children's singing gamesVaughan Williams Fantasia on Greensleeves
Key Vocabulary	Kodaly – Do, Re, Mi, Soh, La Rhythms – tim-ka (Dotted quaver and semiquaver) Pentatonic Dynamics Part Playing Rhythm Phrase Forte Piano Crescendo Diminuendo		
Trips, Visits and Visitors	School Choir, Christmas Performance, Spring Showcase, Summer Concert		

YEAR FIVE				
Objectives				
Exploring music (inter-related dimensions of music)		Creating, composing and performing		Listen to, review and evaluate a range of music
<ul style="list-style-type: none"> Follow 8 beat rhythms from notation moving to 4 bars of notation Follow teacher's hand signs to sing drmsl (do/re/me/so/la) phrases Study the structure of Indian Raga Learn about conventional staff notation and theory – semiquaver, quaver, crotchet, minim, semibreve and the rests for these. Bar structure and simple time signatures 4/4, 3/4 and 2/4. Bass and treble clef notes 		<ul style="list-style-type: none"> Learn to play rhythmic notation on African drums Play one of the family of recorders in an ensemble – using conventional western notation Create and perform a piece of cyclical music - using Tal and Rag - to the class Create and perform a piece of music for your ensemble 		<ul style="list-style-type: none"> Find melody of known songs on tuned instruments Listen to cyclical music from around the world. Look at Indian Raga.
Units	Autumn	Spring		Summer
	African Drums/Body Percussion Recorder ensemble	Indian Cyclical music/Western music theory Recorder ensemble		Ensemble Composition and Performance Recorder ensemble
	<ul style="list-style-type: none"> African Drums/Body Percussion Recorder ensemble Follow 8 beat rhythms from notation moving to 4 bars of notation. Follow teacher's hand signs to sing drmsl (do/re/me/so/la) phrases. Play one of the family of recorders in an ensemble Learn to play rhythmic notation on African drums 	<ul style="list-style-type: none"> Find melody of known songs on tuned instruments Listen to cyclical music from around the world. Look at Indian Raga, study the structure of this. Create and perform a piece of cyclical music - using Tal and Rag – to your class. Play one of the family of recorders in an ensemble – using conventional western notation. 		<ul style="list-style-type: none"> Learn about conventional staff notation and theory - semi quaver, quaver, crotchet, minim, semi breve and the rests for these. Bar structure and simple time signatures 4/4, 3/4 and 2/4. Bass and treble clef notes. Create and perform a piece of music for your ensemble (using any of the forces we have learnt about in Autumn and Spring).
Key listenings incl composers	<ul style="list-style-type: none"> Tongalon Djembe drumming ensembles 	<ul style="list-style-type: none"> Traditional Indian Tabla playing Indian classical singing 		<ul style="list-style-type: none"> Cyclic music from Rwanda Gamelan Music by Helen McGregor Japanese drumming piece Unsure Dance by Helen McGregor



Key Vocabulary	<p>Kodaly – Do, Re, Mi, Fa, So, La, ti, do</p> <p>Rhythms – tika tika (semiquavers), tum -ti (dotted crotchet, quaver), ti-tum (quaver, dotted crotchet)</p> <p>Cyclic Music</p> <p>Riff</p> <p>Raga and Tintal rhythm cycle</p> <p>Drone</p> <p>Harmony</p> <p>Melody</p> <p>Accompaniment</p> <p>Chord</p> <p>Discordant</p> <p>Atmosphere</p> <p>Ensemble</p>
Trips, Visits and Visitors	School Choir, Christmas Performance, Spring Showcase, Summer Concert

YEAR SIX			
Objectives			
Exploring music (inter-related dimensions of music)	Creating, composing and performing	Listen to, review and evaluate a range of music	
<ul style="list-style-type: none"> Walk the pulse in compound time at different speeds Introduce fa and te and follow hand signs to sing msl, drmsl and drmsltd phrases, then improvising vocally and singing four beat rhythm phrases using drmsflt to solfa notation Read compound time rhythm phrases Learn how to notate simple songs in rhythm notation, adding melody using drmsl solfa notation 	<ul style="list-style-type: none"> Use iPad and Ogen to write songs. Improvise vocally using drmsflt phrases in compound time Sing simple and compound time phrases to staff notation Play and perform songs/pieces in Cecil Sharpe folk scheme on a variety of tuned and un-tuned instruments Compose sections for and perform in class songs made up of riffs (ostinato) Learn some new songs from staff notation 	<ul style="list-style-type: none"> Listen to a variety of music to identify musical elements and their function within the piece Listen to music from different traditions with riffs 	
Units	Autumn Song Writing and Performance	Spring Ceilidh Band/Harmony and Structure	Summer Music Technology/Year 6 Production
	<ul style="list-style-type: none"> Walk the pulse in compound time at different speeds Introduce fa and te and follow hand signs to sing msl, drmsl and drmsltd 	<ul style="list-style-type: none"> Improvise vocally using drmsflt phrases in compound time Sing simple and compound time phrases to staff notation Play and perform songs/pieces in Cecil 	<ul style="list-style-type: none"> Learn some new songs from staff notation Compose sections for and perform in class songs made up of riffs (ostinato) Listen to music from different traditions



	<ul style="list-style-type: none">phrases, then improvising vocally and singing four beat rhythm phrases using drmslt tosolfa notation.Read compound time rhythm phrases.Learn how to notate simple songs in rhythm notation, adding melody using drmsl solfa notationListen to a variety of music to identify musical elements and their function within the piece.Use ipads and Ogen to write songs.	<ul style="list-style-type: none">Sharpe folk scheme on a variety of tuned and un-tuned instruments,	<ul style="list-style-type: none">Learn songs and perform end of school musical theatre production.
Key listenings incl composers	<ul style="list-style-type: none">Popular songs that the children are listening to	<ul style="list-style-type: none">Blaydon RaceMona's DelightJack's AliveDonkey Riding	<ul style="list-style-type: none">Year 6 Play (Peter Pan)
Key Vocabulary	Compound time Kodaly – Do, Re, Mi, Fa, So, La Ti, Do Rhythms (compound) – tre-o-la (three quavers), tum (dotted crotchet), ta-ti (crotchet and quaver), ti-ta (quaver and crotchet) Staff Notation Clef Key Unison folk		
Trips, Visits and Visitors	Year 6 Production, School Choir, Christmas Performance, Spring Showcase, Summer Concert		