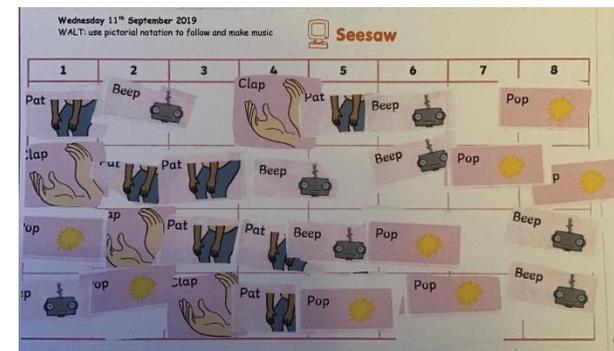


Music at Teignmouth Community School

Teignmouth pupils will be inspired, influenced and appreciate the colourful world of music. On their musical journey they will acquire true passion and in-depth knowledge to motivate an enquiring mind, to fully immerse in the historical foundations and variety of musical genres. Through their understanding pupils will be able to articulate and express creativity, talent and become captivated in the dynamics of composition, performance and evaluation. By empowering children's natural talents and harnessing inclusion for all will impact on their future decisions and shape their future self. At Teignmouth we will celebrate collectively the achievements of all, as all hearts beat as one.

Wednesday 13th May 2020
WALT: identify instruments in a song.

Please listen to the instrumental version of 'We do like to be by the seaside'.



Can you write a list of the instruments you can hear?

cymbals and piano

Can you describe the speed (tempo) of the music?

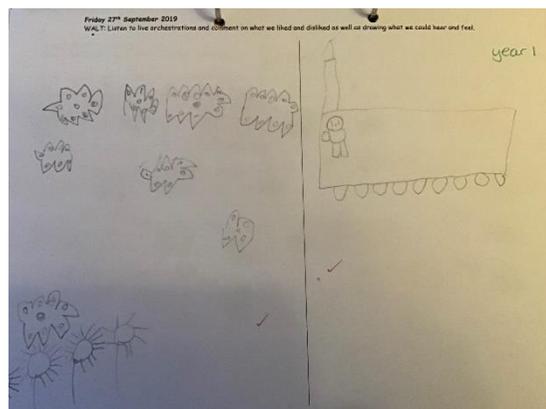
Its calm to fit into what type of music it is

What do you like about the music?

the cymbals because is loud

What feeling does it give you?

happy



EYFS

We want our EYFS pupils to respond to sounds of music and be able to explore this through movement. Whilst also, providing opportunities, for children to learn songs, rhythms and rhymes. Be able to explore sounds through a variety of instruments and body percussion and investigate how sounds can be changed. It will be fully immersive and provide first hand experiences.

KS1

In KS1, pupils are to explore the vocabulary, experiment with using rhythm, tone and volume, creatively. Children will listen with concentration to music to form opinions, identify the instruments used and analyse the purpose that the music was created for, including the emotions they may evoke. Children will be given the opportunity to evaluate their own piece of music as well as perform. Pupils will experience live performances and musical recordings. They will be exposed to different genres and encouraged to identify their own musical interests.

KS2

Pupils will sing and play music with increasing confidence, control and fluency on their own and collaboratively in an ensemble. Further be able to extend the understanding and vocabulary of music. Be introduced to musical notations. As well as different composers where they will be able to compare and contrast. Evaluate, discuss, identify any individuals' natural talents and provide platforms and challenges.

What Music is taught at Teignmouth?

This is an overview of what the year groups will cover in our 2 year rolling programme.

Our green behaviours are woven through the topics for each year group and can be seen on the curriculum maps.

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Harvest songs Nursery rhymes	Songs for a Christmas performance	Songs about travelling	Exploring instruments	Fairy tale music	Sounds of the seaside
Year 1/2		Babushka		Your Imagination Pop Using your imagination		In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk. How to be in the groove with different styles of music.
Kingfishers		Babushka	In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk. How to be in the groove with different styles of music.		Your Imagination Pop Using your imagination	
Year 3/4		Let Your Spirit Fly		Lean on Me		Stop! Grime Writing lyrics linked to a theme
Year 4/5		Let Your Spirit Fly		Lean on Me		Learn a number of WW1 songs to perform in front of an audience.
Year 5/6		Living on a Prayer		Make you feel my love		Dancing in the Street

Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<i>Harvest songs Nursery rhymes</i>	<i>Songs for a Christmas performance</i>	<i>Songs about travelling</i>	<i>Exploring instruments</i>	<i>Fairy tale music</i>	<i>Sounds of the seaside</i>
Year 1/2		<i>Magical Christmas Journey</i>	<i>Rhythm in the way we walk and Banana Rap</i>			<i>Hands, Feet, Heart</i>
Year 3/4	<i>The Dragon Song</i> <i>A Pop song that tells a story Music from around the world, celebrating our differences and being kind to one another</i>		<i>Three Little Birds</i> <i>Reggae Reggae and animals</i>		<i>Bringing Us Together</i> <i>Disco Disco, friendship, hope and unity</i>	
Year 5/6		<i>Music and Me</i>		<i>Happy</i>		<i>Yr 5 unit</i> <i>The Fresh Prince of Bel-Air</i> <i>Old-School Hip-Hop</i>

Music Green Behaviour Curriculum Map

This is how our green behaviours link into our history curriculum

	<i>Curiosity</i>	<i>Responsibility</i>	<i>Respect</i>	<i>Resilience</i>	<i>Independence</i>	<i>Honesty</i>
<i>EYFS</i>	make music and dance				<i>children sing songs</i>	They represent their own ideas, thoughts and feelings through music and dance.
<i>KS1</i>	experiment with, create, select and combine sounds using the inter-related dimensions of music.		listen with concentration and understanding to a range of high-quality live and recorded music		play tuned and untuned instruments musically use their voices expressively and creatively by singing songs and speaking chants and rhymes	
<i>KS2</i>	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 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		play and perform in solo contexts use their voices and playing musical instruments with increasing accuracy, fluency, control and expression	

Music Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rhyme Song Listen Sounds Hit Shake Scrape	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

Music Knowledge Progression

Big Idea	N	R		2	3	4	5	6
Investigation	<p>Listening Listens with interest to the noises and sounds adults make. Shows interest in play with sounds, songs and rhymes. Listens to songs and rhymes with increasing attention and recall. Joins in with repeated refrains and anticipates phrases in rhymes and songs.</p>	<p>Listening Basic features of music that can be easily identified include the melody (the main tune), the instruments used and the feelings the music engenders, such as happy, angry or scary</p>	<p>Listening Specific terms can be used to describe the sounds and changes in a piece of music, including dynamics (loudness) and tempo (speed).</p>	<p>Listening Specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed).</p>	<p>Listening Instruments include strings, such as violins; brass, such as trombones; woodwind, such as clarinets and percussion, such as drums. Composers choose instruments for the timbre, pitch and duration of the notes they can create to replicate and represent objects, animals, mood and feelings. For example, timpani, a type of percussion instrument, can give the impression of heavy footsteps. Violins, a type of string instrument, give the impression of swift movement in Dance of the Knights from the ballet Romeo and Juliet by Sergei Prokofiev.</p>	<p>Listening A mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener. For example, quick, high-pitched notes can create a feeling of panic, and long, low-pitched notes can create a feeling of calm. All music is written in a major or minor key. Music written in a major key sounds happy, and music written in a minor key sounds sad.</p>	<p>Listening Genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. Words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.</p>	

	<p>Music appreciation Imitates movement in response to music and develops a preference for forms of expression.</p>	<p>Music appreciation Responses to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music.</p>	<p>Music appreciation Responses to a piece of music that tell a story include creating movements relating to characters or events in the music, identifying instruments and sounds that represent characters or events, describing key events and changes in the sound and drawing scenes inspired by the music.</p>	<p>Music appreciation Genres of music include jazz, rock, classical, blues, pop, folk, country and world music.</p>	<p>Music appreciation Genres of music include jazz, rock, classical, blues, pop, folk, country and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, tempos and dynamics; date of composition and style of performance.</p>	<p>Music appreciation Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.</p>	<p>Music appreciation A motif in music is a short musical idea that is repeated and developed throughout a piece.</p>
Significance		<p>Significant People Composers at various A composer is a person who writes a piece of music.</p>	<p>Significant People Composers at various points in history wrote pieces of music with many differences between them, such as the style, instruments and feelings they provoked in listeners.</p>		<p>Significant People Composers of 20th century music worked from 1901 to 2000. Many compositions of this era don't follow the conventions of music that were used in previous periods. For example, some composers used objects in their music as well as conventional instruments and some created music without harmonies or melodies.</p>		

Creativity	<p>Performance Songs or instruments can be performed to an audience. A performer should look at the audience, use intonation, rhythm and phrasing to make the meaning clear to others and express themselves effectively, showing awareness of listeners' needs.</p>	<p>Performance A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other</p>	<p>Performance Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or piano, produce notes of different pitches. Untuned percussion instruments, such as the drum or güiro, produce sounds with no definite pitch.</p>	<p>Performance Control in music can include breath control, where singers ensure they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and volume of notes should match the intent of the musician, composer or conductor and the playing of other musicians.</p>	<p>Performance When playing or singing from notation, the shape and colour of a note denotes its length. The shape of a rest denotes its length. The position of the note on the staff denotes the pitch of the note and letters above or below the notes, such as p or f, denote the dynamics.</p>	<p>Performance Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.</p>	<p>Performance Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.</p>
------------	---	---	---	--	--	---	---

	<p>Singing Traditional songs and nursery rhymes include humpty dumpty, The grand old Duke of York and twinkle twinkle. You can hear songs on the radio, on TV or at home. Songs can also be made up.</p>	<p>Singing Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</p>	<p>Singing The melody of a piece of music is the main tune, which is usually part of a larger piece of music. The shape of the music is the pattern created by the changing pitches of notes in a melody.</p>	<p>Singing The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.</p>	<p>Singing Solo singing is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.</p>	<p>Singing Rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect. Singers usually sing the same words at the same time when singing in harmony.</p>	<p>Singing Gestures in music include eye contact, waving and beckoning to the audience, closing eyes to show emotion or exaggerated movements, such as a flourish at the end of a piece or movement away from the microphone. Some gestures are associated with different types of music, such as exaggerated movements to the pulse of the music and virtuoso guitar playing during rock musical performances. Expression in music means adding feeling and is indicated in musical scores using words, such as <i>dramatico</i> (in a dramatic, exaggerated style), <i>legato</i> (smoothly and connected), <i>tranquillo</i> (quiet and peaceful) and <i>cantabile</i> (in a singing or flowing style).</p>
--	---	--	--	--	---	--	---

	<p>Composition Sounds can be made with parts of the body such as clapping hands. Clapping hands or made on instruments or objects to represent another sound. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. stamping feet can create a rhythm or pattern which can be fast or slow, loud or quiet.</p>	<p>Composition Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. made on instruments or objects to represent another sound. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.</p>	<p>Composition combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of pitches of notes used. Adding sounds together creates texture in a piece of music.</p>	<p>Composition Sequences of sounds combine pitch, rhythm, dynamics and pulse. Sequences can be written down using informal pictures or symbols in a graphic score, or using standard musical notation</p>	<p>Composition Sequences of sounds for different instruments are written on separate lines in a graphic score or on separate staves of standard musical notation.</p>	<p>Composition Effective compositions include instruments with different pitches, repeated and contrasting rhythms, a pleasing melody and a variety of dynamics.</p>	<p>Composition A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as mp and mf.</p>
--	--	--	--	---	---	--	--

	<p>Notation Musical notes and symbols have meaning and can be read by musicians when they play</p>	<p>Notation Musical notes and symbols have meaning and can be read by musicians when they play.</p>	<p>Notation Notes in standard musical notation are written on a staff, which tells the musician the pitch of the note. The pitch of a note is how high or low it is. The way a note is drawn tells the musician the duration of the note. A crotchet lasts for one beat, a minim lasts for two beats and a semibreve lasts for four beats.</p>	<p>Notation Standard musical notation symbols for dynamics, such as mp, p, pp, ppp, mf, f, ff, fff, tell musicians how loudly or quietly they should play. Piano (p) means that the music should be played softly. Forte (f) means that the music should be played loudly.</p>	<p>Notation In standard musical notation, time signatures indicate how many beats are in a bar. For example, 4/4 means there are four crotchet beats in a bar. Bar lines split the notes into groups. For example, in a piece of music written in 4/4, there might be four crotchets, two minims or one semibreve in one bar of music.</p>	<p>Notation Features of standard notation include staves, time signatures, bar lines, notation and dynamic markings.</p>	<p>Notation Features of standard notation include staves, time signature, bar lines, notation and dynamic markings.</p>
	<p>Pulse and Rhythm A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music</p>	<p>Pulse and Rhythm A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. A pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse.</p>	<p>Pulse and Rhythm A rhythm and a pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. The pulse often stays the same throughout a piece of music, whereas the rhythm changes.</p>	<p>Pulse and Rhythm Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar. The time signature 4/4 shows there are four crotchet beats in a bar, ¾ shows there are 3 crotchet beats in a bar and 2/4 shows that are two crotchet beats in a bar. These beats are the pulse of the music and they can be played, clapped, counted or conducted.</p>	<p>Pulse and Rhythm Repeated rhythmic patterns are a series of long and short sounds that are played over and over again. Repeated patterns can be found in all music. Short, repeated patterns are called motifs.</p>	<p>Pulse and Rhythm Extended rhythmic patterns usually contain repetition and may include short repeated phrases called motifs. Rests provide a break in a rhythmic pattern or line of music and should be counted in the same way as notes</p>	<p>Pulse and Rhythm Pulse can be created using bar lines to write bars of music with the same number of beats per bar. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves, and writing them in equal bars of music.</p>

Music Skills Progression

Big Idea	N	R	1	2	3	4	5	6
	Investigation	<p>Listening Shows an interest in the way musical instruments sound.</p>	<p>Listening Listen to sounds or a piece of music, identifying basic features.</p>	<p>Listening Describe how an instrument has been used to represent a sound, animal or object.</p>	<p>Listening Recognise and describe sounds and changes in a piece of music using musical vocabulary.</p>	<p>Listening Describe how different instruments are used throughout a piece of music to add interest and meaning.</p>	<p>Listening Explain how to pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings in the listener.</p>	<p>Listening Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary.</p>
	<p>Music appreciation Listen and respond to a range of high-quality live and recorded music and songs.</p>	<p>Music appreciation Listen and respond to a range of high-quality live and recorded music and songs.</p>	<p>Music appreciation Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story.</p>	<p>Music appreciation listen and respond to pieces of music written around the same theme.</p>	<p>Music appreciation compare and evaluate different genres of music using appropriate musical vocabulary.</p>	<p>Music appreciation Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.</p>	<p>Music appreciation Identify and explain patterns and motifs in live and recorded music that provide feelings in the listener.</p>	

Creativity	Significant People Describe, in simple terms, the lives of composers studied.	Significant People Describe, in simple terms, the lives of composers studied.	Significant People Describe, in simple terms, the lives of composers studied.	Significant People Describe the lives and music of famous 20 th -century composers.	Significant People Describe the lives and music of famous Renaissance and Baroque composers.	Significant People Describe the lives and music of famous classical composers.	
	Performance Sing a song and makes music	Performance Play and sing pieces of music, starting and finishing together.	Performance Play tuned and untuned percussion instruments and use your voice with awareness of others.	Performance Play or sing music from notation and memory, with increasing accuracy, on tuned and untuned instruments.	Performance Play or sing music from notation and memory, with increasing accuracy, fluency, control and expressions.	Performance Maintain their part in a performance with confidence, accuracy, fluency, control and expression and with an awareness of what others are playing or singing.	Performance Take the lead in instrumental or singing performance and provide suggestions to other.
	Singing Sings a few familiar songs	Singing Sing traditional songs nursery rhymes and chants clearly.	Singing Sing simple songs and chants with a sense of melody and shape.	Singing Use their voice in different ways, including using a loud and soft voice, and identify simple repeated patterns.	Singing Sing songs accurately, both solo and as part of an ensemble.	Singing Maintain a part within an ensemble when singing in a round or harmony.	Singing Use gesture and expression to create a finished, polished performance.
	Composition Creates sounds by banging, shaking, tapping or blowing	Composition Create, select and combine sound effects or rhythms using a variety of instruments, objects and the voice.	Composition Create, select and combine layers of sounds and vocalisations with awareness of the effect.	Composition Improvise and compose sequences of sounds and vocals and record them using notes or pictures.	Composition Improvise and compose a sequence of sounds and vocals for different instruments and record them using standard or invented notation.	Composition Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics.	Composition Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.
Significantance							

	<p>Notation Understand that musicians use music to know what notes to play.</p>	<p>Notation Understand that music can be written down and read.</p>	<p>Notation Recognise and respond to simple notation.</p>	<p>Notation Recognise and respond to standard and invented musical notation and symbols.</p>	<p>Notation Play or sing melodies from standard and invented musical notation and symbols.</p>	<p>Notation Use standard notation to perform and write music.</p>	<p>Notation Use features of standard notation when composing.</p>
	<p>Pulse and Rhythm Taps out simple repeated rhythms and moves rhythmically.</p>	<p>Pulse and Rhythm Copy a simple rhythm or pulse by clapping or using percussion.</p>	<p>Pulse and Rhythm Play a range of rhythms and pulses and identify the differences between them.</p>	<p>Pulse and Rhythm Improvise and compose sequences of sounds and vocals and record them using notes or pictures.</p>	<p>Pulse and Rhythm Play and create repeated rhythmic patterns.</p>	<p>Pulse and Rhythm Play and create extended rhythmic patterns, including rests.</p>	<p>Pulse and Rhythm Play and create pieces of music with a clear understanding of pulse and rhythm.</p>