

Curriculum Sequence for **Music – Music teaches us how to listen to, or make sounds using rhythm, melody or harmony either with voices or instruments. It is a group of sounds that people have arranged in a pleasing or meaningful way**

Early Years	Autumn Term Stories and Rhymes		Spring Term Changes		Summer Term Me and My World	
	<p><b>Declarative Knowledge</b> <b>Being Creative</b> That people express themselves in lots different ways- making things, painting and drawing, singing songs, role playing.</p> <p>That they are creative Some simple songs</p> <p>That we can use our experiences and what we learn to help us imagine new stories and experiences.</p>	<p><b>Procedural Knowledge</b> ...explore different songs and materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>...listen attentively, move to and talk about music, express their feelings and responses. ...sing the pitch of a tune sung by another person ('pitch match').</p> <p>...sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>...march in time to clapped beat make simple movements in simple sequences.</p>	<p><b>Declarative Knowledge</b> How to create a class song for changes.</p> <p>The importance of preparation for a performance in front of an audience.</p> <p>How to follow a simple beat in a song.</p>	<p><b>Procedural Knowledge</b> ... use the rhyme of a familiar song and change the words to sing about all the changes they have noticed in the different changes of winter through to spring.</p> <p>... develop a song so that it can be shared at the celebration of our learning challenge.</p> <p>... use musical instruments or body percussion to follow and carry on the beat in a song.</p>	<p><b>Declarative Knowledge</b> Coming soon.....</p>	<p><b>Procedural Knowledge</b></p>
	Enhancements: Autumnal week, trip to the theatre, perform in front of an audience, visit from librarian		Enhancements: Visit to the farm, guess the baby competition, my family tree		Enhancements: Visitors, police, firemen, nurses	
Year 1	Autumn Term A Trip Down Memory		Spring Term Animals Everywhere		Summer Term The Great Outdoors	
	<p><b>Declarative Knowledge</b> <b>In what ways can we use our voice?</b> Know the difference between singing, chanting, whispering, talking (how your voice and body makes different sounds). <b>What are these instruments called and how can they be played?</b></p>	<p><b>Procedural Knowledge</b> Use voice to speak, sing and chant Make different sounds with voice</p> <p>Clap short rhythmic patterns</p>	<p><b>Declarative Knowledge</b> <b>In what ways can we make music?</b> Know the difference between singing, chanting, whispering, talking (how your voice and body makes different sounds). <b>What are these instruments called and how can they be played?</b> Know correct names for instruments studied. Know that different</p>	<p><b>Procedural Knowledge</b> Use voice to speak, sing and chant Make different sounds with voice</p> <p>Clap short rhythmic patterns</p>	<p><b>Declarative Knowledge</b> <b>Can I learn about and then recreate playground songs and rhymes?</b> What is a rhyme? History of playground games. Rhythm. <b>Can I use my musical knowledge to create</b></p>	<p><b>Procedural Knowledge</b> Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>

	<p>Know correct names for instruments studied. Know that different instruments are played in different ways.</p> <p><b>What is a beat?</b> Know that a beat sets the pace and keep everyone playing at the same time. Use instruments and body parts to play collaboratively.</p> <p><b>Can I learn a range of songs to sing collaboratively for pleasure?</b> Sing together at the same time. Know that music and songs make us feel different emotions.</p>	<p>Play an instrument to create sounds by using it appropriately</p> <p>Choose sounds to represent different things</p> <p>Respond to different moods in music</p>	<p>instruments are played in different ways.</p> <p><b>What is a beat compared to a rhythm?</b> Know that a beat sets the pace and keep everyone playing at the same time. Use instruments and body parts to play collaboratively.</p> <p><b>Experiment with, create and combine sounds using the interrelated dimensions of music, focussing on dynamics and tempo</b></p> <p><b>Perform, listen to and evaluate music across a range of traditions.</b> Classical pieces – carnival of the animals</p>	<p>Play an instrument to create sounds by using it appropriately</p> <p>Choose sounds to represent different things</p> <p>Respond to different moods in music</p>	<p><b>sounds using recycled instruments?</b> Collaboration. Listening, Evaluating. Beat. Tempo. Duration.</p> <p><b>How does notation help us to play together?</b> Simple notes – single and double sounds. Play and stop. Tempo.</p>	<p>Perform, listen to, review and evaluate music across a range of styles and traditions, including the works of the great composers and musicians</p>
	<p>Enhancements: Traditional toys and games day Visit local library</p>		<p>Enhancements: Visit from Animal person, trip to the safari park/zoo/nature centre, create exhibition for parents</p>		<p>Enhancements: Outdoor day, trip to West Smethwick Park, prepare an outdoor day for their family</p>	
Year 2	<p>Autumn Term Home and Away</p>		<p>Spring Term Change Makers</p>		<p>Summer Term Change 4 Life</p>	
	<p><b>Declarative Knowledge</b> <b>How can I use my voice?</b> Know the difference between singing, talking, shouting, chanting. Use voice expressively and creatively by singing songs.</p> <p><b>How can different instruments be played?</b> <b>Which instruments are tuned?</b> Knows the names of percussion instruments and can play these. Know the meaning of - volume (loud and quiet dynamics), pitch (high and low), tempo (fast and slow), rhythm, beat (always the same).</p>	<p><b>Procedural Knowledge</b> Sing following a melody with an awareness of pitch Sing with increasing/ decreasing volume (dynamics) Create repeated patterns with instruments 2.5 Perform simple patterns or accompaniments, keeping a steady pulse Play a simple rhythmic pattern on an instrument</p>	<p><b>Declarative Knowledge</b> <b>Describing music</b> <b>What does dynamics mean?</b> How loud or quiet a sound it. <b>What does pitch mean?</b> The pitch of a sound is how high or low it is. <b>What does tempo mean?</b> The speed of a song. <b>What kind of music makes you feel sad?</b> Using the elements of music to explain why they link emotions to tempo, pitch, dynamics. <b>(Intro to UP)</b> History link – Crimean soldiers used marching music to march to war and sang songs to raise morale. Create a piece of music that would help the audience follow the journey of the soldiers- march, fight, scared and wounded, good nursing and care.</p>	<p><b>Procedural Knowledge</b> Choose sounds to create an intended effect I can improve my own work Explain what can be heard / how it makes them feel when listening to music Sing following a melody with an awareness of pitch Sing with increasing/ decreasing volume (dynamics)</p>	<p><b>Declarative Knowledge</b> THERE IS NOTHING IN KO, can we go with....</p> <p><b>Can I perform songs to an audience?</b> Children perform songs to their grown ups in an end of year performance.</p> <p><b>How can a performance be improved?</b></p> <p><b>Choose which percussion instruments accompany a song with the most impact?</b></p>	<p><b>Procedural Knowledge</b> Choose sounds to create an intended effect I can improve my own work Explain what can be heard / how it makes them feel when listening to music Sing following a melody with an awareness of pitch Sing with increasing/ decreasing volume (dynamics) I can sing songs expressively with an awareness of pitch. I can use instruments to create simple rhythmic and melodic patterns. I can play in a unison pBuzz or drumming group with confidence.</p>
	<p>Enhancements</p>		<p>Enhancements Visit to Black Country Museum</p>		<p>Enhancements: Visit to Sandwell sports academy, create an exhibition for parents</p>	

	Walk around Smethwick, interview people who lived in Smethwick since they were young, visit to church or Gurdwara	Create a performance for parents	