

Ridgeway Primary School Curriculum



Music

Team Ridgeway's Vision:

Igniting curiosity



Nurturing growth

Ambitious **Respectful** **Celebrating difference**



Team Ridgeway's Culture:



Values:

Our values for the whole school community are...

- **Ambitious** (being our brilliant best)
- **Respectful** (of ourselves, other people and our environment)
- **Celebrating difference** (promoting tolerance in ourselves & others)

We work towards these values using them as our Curriculum Drivers and using our LEARNERS Code.



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Music - Triple i

T

Intent:

Implementation:

Impact:

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Music	Coverage of the National Curriculum
Listening / appraising	<p>KS1: Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>KS2: Listen with attention to detail and recall sounds with increasing aural memory.</p>
Performing by Singing & playing instruments	<p>KS1: Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p> <p>KS2: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
Composing / improvising	<p>KS1: Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>KS2: Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>
Musical notation	<p>KS2: Use and understand staff and other musical notations.</p>
History of music	<p>KS2: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>KS2: Develop an understanding of the history of music</p>

Musician's Toolkit	Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Listening & appraising	<ul style="list-style-type: none"> Listen to music and make comments on how it makes them feel or how they would move to it; slow, fast, happy, sad. 	<ul style="list-style-type: none"> Respond to music that has been listened to, beginning to use musical vocabulary to describe patterns within the music: rhythm, pitch 	<ul style="list-style-type: none"> Respond to music that has been listened to, commenting on stylistic features: pitch, rhythm, dynamics, and tempo 	<ul style="list-style-type: none"> Respond to music that has been listened to, commenting on: pitch, rhythm, timbre, tempo, duration and dynamics.
Perform by Singing & playing instruments	<ul style="list-style-type: none"> Use voices to sing / join in with a range of well-known nursery songs and rhymes. Playing 'untuned' percussion in time with a piece of music 	<ul style="list-style-type: none"> To perform expressively and creatively using tuned and untuned instruments or singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. 	<ul style="list-style-type: none"> To perform with accuracy and control when using tuned instruments or singing, in a variety of musical styles with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. 	<ul style="list-style-type: none"> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Use select and play instruments with appropriate control to create the desired effect.
Composing / Improvising	<ul style="list-style-type: none"> Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments and body percussion. 	<ul style="list-style-type: none"> Selecting and creating sequences of appropriate sounds with voices or instruments to represent a given idea or character. 	<ul style="list-style-type: none"> Composing a coherent piece of music with voices, bodies or instruments. 	<ul style="list-style-type: none"> Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
History of Music		<ul style="list-style-type: none"> Understand that music from different times, has different features. 	<ul style="list-style-type: none"> Recognise how the stylistic features of different genres, styles and traditions of music have changed over time. 	<ul style="list-style-type: none"> Discuss musical eras in context, identifying how they have influenced each other, and the impact of different composers on the development of musical styles.
Musical notation	<ul style="list-style-type: none"> To show how music makes us feel in pictures. 	<ul style="list-style-type: none"> Explore how music can be presented when written down; beats, pulse 	<ul style="list-style-type: none"> Understand what notation is; dot notation, bars 	<ul style="list-style-type: none"> Understand how musicians use stave notation; treble clef, stave, crotchets, quavers, note names

 Remember that these skills provide a solid foundation for further musical exploration and enjoyment. 

Core Questions	Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Listening & appraising	How do musicians talk about music?	How do musicians talk about music?	How do musicians respond to music they've listened to?	How do musicians comment on music dimensions?
	Musicians will say how it makes them feel and how they would move to it; happy, sad, fast, slow	Musicians say if they like the piece of music or not . Musicians will talk about: Pulse – a steady beat, like the pulse of your heart. Rhythm - a repeated pattern in music. Tempo - the speed of the beats in the music.	Musicians will respond to music by commenting on: Rhythm & Tempo (from KS1) and Pitch - the highness or lowness of a sound. Dynamics - the variation in volume of a piece of music. Forte - loud music or singing Piano - quiet music or singing. Decrescendo - getting quieter Crescendo - getting louder	Musicians comment on music's dimensions and how they impact the listener's mood. Rhythm, tempo, pitch, dynamics Timbre - the unique sound of an instrument or voice. Duration - is how long a note lasts Tonality - major = Happy mood & minor = sad mood
Performing by Singing & playing instruments	What do we need when performing?	What skills do musicians use when performing?	What skills do musicians use when performing?	What skills do musicians use when performing?
	We need to... <ul style="list-style-type: none"> ▪ Listen Carefully ▪ Learn New Words ▪ Sing Lots of Songs ▪ Try to join in 	Musicians perform with... <ul style="list-style-type: none"> ▪ Accuracy Singing or playing an instrument correctly. ▪ Control: Being able to stay in time as part of a group. 	Musicians perform with... <ul style="list-style-type: none"> ▪ Expression: - Dynamics - loud, soft - Tempo - fast, slow ▪ Accuracy & control: - Melody: hitting the right notes at the right time. - Rhythm: keeping the beat. 	Musicians perform by rehearsing and refining their performance improving their accuracy, control and expression . Accuracy: Pl aying correctly from memory (notes, rhythm and timing) Control: Using instruments to create a desired effect. Expression: To show ideas and feelings with fluency

Composing / improvising	How do we make music?	How do musicians compose their own music?	What do musicians need to consider when composing?	What do musicians need to consider when composing?
	<p>We select different instruments based upon our feelings and movements.</p> <p>We can use the instruments or our body to make different sounds and rhythms.</p>	<p>Musicians:</p> <ul style="list-style-type: none"> • Create sequences of sounds that are original. • Select instruments or use voices to create a tune or repeating pattern of music. • Think about how this links to a given idea, theme or character. • Consider how the composition will be recorded / remembered and performed. 	<p>When composing, Musicians need to think about:</p> <ul style="list-style-type: none"> • Which instruments to use (including voices) • How to create the right feeling to match the mood or action using: <ul style="list-style-type: none"> ○ Rhythm ○ Tempo ○ Pitch ○ Dynamics 	<p>When composing, Musicians need to think about:</p> <p>Musical dimensions to create the mood or action Rhythm / Tempo / Pitch / Dynamics</p> <p>Musical style; e.g. pop, classical, jazz.</p> <p>How the instruments sound together.</p> <p>Melody: how does it sound? How does it make the listener feel?</p>
History of music		Why do songs from a long time ago sound different from the songs we hear today?	How has music changed over time?	How has music changed over time due to different musical eras and famous musicians?
		<p>Music gets new sounds over time as different ideas mix.</p> <p>Things that help to change music include:</p> <p>Musical style - the type of music with certain rules. E.g. Pop, Classical, Folk, Rock, Jazz</p> <p>Country - where the music is from. Each country has different sounds and stories that make the music special.</p> <p>Tradition - are songs and music passed down over time and sometimes mixed with new ideas, making the music sound different as years go by.</p>	<p>Dynamics - music has got louder.</p> <p>Tempo - music has got faster and seems more energetic.</p> <p>Instruments - new inventions = new sounds and music.</p> <p>Technology – new technology has made making music easier and available to more people.</p> <p>Fusion – Fusion – As people travel all over the world, they share their musical styles and instruments. This leads to new and exciting music.</p>	<p>Think of music as a storybook. Each chapter is a different musical era.</p> <p>Composers, like authors, write new music rules. They learn from earlier chapters and add their own twist. For example, Bach in the Baroque era and Mozart in the Classical era. Performers, like characters, bring music to life and inspire new chapters, just like Beethoven did for the Romantic era. Today, artists like Lady Gaga and BTS mix all these chapters to create cool, new music that keeps our storybook growing!</p>

Musical notation

How can you show how music makes you feel?	How do musicians write music down?	How do musicians write music down?	How do musicians write different notes down?
<p>Colours – bright, dark, happy (yellow), sad (blue), angry (red) Shape & speed – pointy & tight (fast), smooth & lose (gentle and slow)</p>	<p>Most music has a pulse of 4 beats.</p> <ul style="list-style-type: none"> ▪ Beats can be played as 1 beat (X) or split into 2 half beats (XX). ▪ Blanks mean not to play. 	<p>Musicians use Notation to write music down.</p> <p>A crotchet is a musical note that represents one beat</p> <p>A quaver is a musical note that represents half a beat</p> <p>A minim is a musical note that represents two beats</p> <p>A rest means not to play for that beat.</p> <p>A Bar is usually 4 beats.</p>	<p>Musicians use:</p> <p>Note length: quaver, crotchet, minim.</p> <p>Stave notation: treble clef</p> <p>Note names: C Major scale – (bottom to top)</p> <ul style="list-style-type: none"> - On the lines = Every Good Bird Does Fly. - In the spaces = F.A.C.E.



Music Unit 1: Term 2



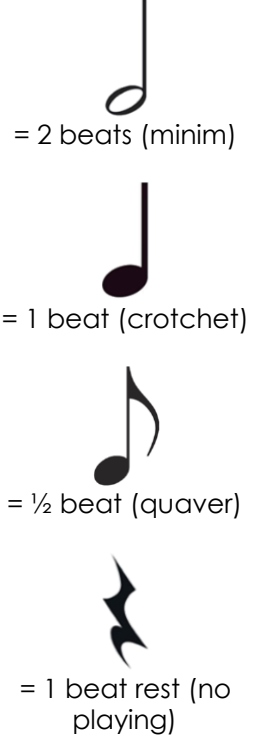


Context	Foundation Stage	Key Stage 1	
	Reception	Year 1	Year 2
Listening & Appraising Foci	Nursery Rhymes & untuned instruments covered throughout the year.	Sea shanties & playground games	Nativity songs
Performance		Simple songs from memory	Nativity performance

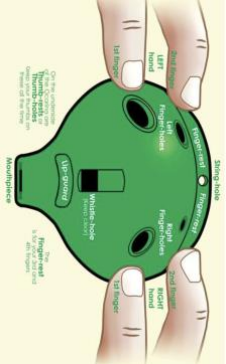
Context	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Listening & Appraising Foci	Pop music & rap	Classical & Christmas	Musicals	Medieval & Irish
Performance	Rounds, call and response & Boom whackers	Hand bells	Musicals	Ocarina

Unit 1 Wider Teaching	Artist / Style / Genre	Example of musical style	Artist / Style / Genre	Example of musical style
Year 1	Sea shanties	A Sailor Went to Sea "The Wellerman" (Kid-Friendly Version) Blow the Man Down Sea Shanties - FreshPlans Child-Friendly Sea Shanty and Fun Activities - Twinkl	Playground games	London Bridge is Falling Down The Farmer in the Dell If You're Happy and You Know It Pat-a-Cake Teddy Bear, Teddy Bear 15 Traditional Children's Songs Used as Playground Chants - Singing Bell
Year 2	Nativity songs			
Year 3	Pop music	Young Voices songs	Rap / Spoken word	Give it all you've got
Year 4	Classical	Peter and the Wolf	Christmas Music	Mix of carols and pop music
Year 5	Musicals	See additional resource file		
Year 6	Medieval	Greensleeves	Irish	Clannad Enya Riverdance

Context 1 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform by Singing & playing instruments	What skills do musicians use when singing?	What skills do musicians use when singing?	What skills do musicians use when performing rounds & call and response?	What skills do musicians use when playing hand bells?	What skills do musicians use when singing?	How do Musicians play an ocarina?
	<p>Listen: Listen to everyone to stay in tune and together.</p> <p>Follow the Leader: Usually, there's a person who leads the group. Watch and listen to them for when to start and stop singing.</p> <p>Stay in Rhythm: Try to keep the same beat as everyone else.</p>	<p>Listen: Listen to everyone to stay in tune and together.</p> <p>Follow the Leader: Usually, there's a person who leads the group. Watch and listen to them for when to start and stop singing.</p> <p>Stay in Rhythm: Try to keep the same beat as everyone else.</p>	<p>Accuracy & control: Listen to your team to keep together. Start and stop at the same time. Staying focused on your part.</p> <p>Expression: show the feelings of the song by changing the way it is sung... Loud & soft, fast & slow</p>	<p>Musicians use these skills...</p> <p>Listening: Listen carefully and play at the right time.</p> <p>Timing: Count beats and know when to ring their bell.</p> <p>Coordination: Use both hands to ring different bells.</p> <p>Teamwork: Work together, each person playing different notes.</p> <p>Reading Music: Read music to know when to ring each bell.</p>	<p>Basic Singing Skills: Sing in tune and keep a steady rhythm is important.</p> <p>Breath Control: Breathe properly while singing to hold notes longer</p> <p>Expression and Emotion: Musicals are all about telling a story. Show emotions through their voice and facial expressions</p> <p>Listening Skills: They need to listen to the music and other performers to stay in sync.</p> <p>Teamwork: Musicals are a group effort. Take direction and support their fellow performers.</p>	<p>Blowing: Keep your breath steady to maintain a clear sound. Blow softly into the mouthpiece as if you are saying the word "two".</p> <p>Covering the Holes: Make sure your fingers cover the holes completely. No air leaks!</p> <p>Keeping the Beat: Play in time and keep a steady rhythm.</p>

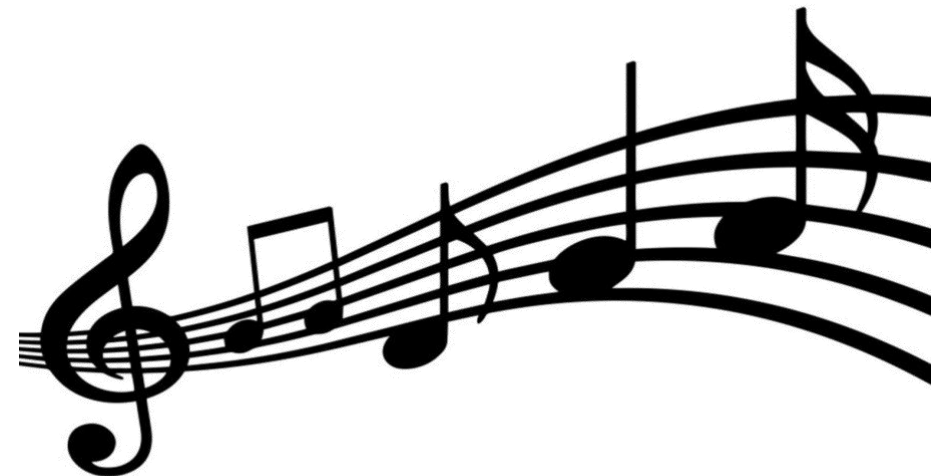
Context 1 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing / Improvising	When writing music musicians think about the pulse of words?	When writing music musicians think about the pulse of words?	What do musicians need to think about when composing rounds?	What do musicians need to think about when composing with handbells?	How do Musicians show a character's emotion when singing?	How do musicians use harmonies when composing?
	<p>2 Beats: "Sunshine" can be held for two beats; hold each part for one beat.</p> <p>1 Beat: The word "cat" is a good example of a one-beat word. It's short and quick.</p> <p>2 x Half Beats: The word "happy" can be split into two half-beats. Say "hap-py" quickly, with each part taking half a beat.</p>	<p>2 Beats: "Sunshine" can be held for two beats; hold each part for one beat.</p> <p>1 Beat: The word "cat" is a good example of a one-beat word. It's short and quick.</p> <p>2 x Half Beats: The word "happy" can be split into two half-beats. Say "hap-py" quickly, with each part taking half a beat.</p>	<p>When musicians create rounds, they think about...</p> <p>The Melody: The tune of the song should be simple and catchy so everyone can sing it easily.</p> <p>Harmony: When different parts of the round are sung together, they should sound nice and not clash.</p> <p>Repetition: Rounds repeat the same melody, so it should be fun to sing over and over again.</p> <p>It is like a musical puzzle where all the pieces fit together! 🧩</p>	<p>Creating a simple melody (main tune) that fits your words.</p> <p>Creating easy-to-follow rhythms that repeat (ostinatos) to make the music easier to learn and helps everyone stay together.</p>	<p>Musicians can show a character's emotion when singing by...</p> <p>Loud and Soft: Loud singing can mean happy or angry, and soft singing can mean calm or sad.</p> <p>Speed: Fast songs can feel fun and happy, while slow songs can feel sad or peaceful.</p> <p>Holding Notes: Holding a note longer or making a pause can make the song more expressive.</p>	<p>When you play two or more notes at the same time, you're making harmony.</p> <p>C and E: These two notes together make a happy sound.</p> <p>C, E, and G: This is called a C major chord.</p> <p>F and A: Sound nice and are part of the F major chord.</p> <p>G, B, and D: This is a G major chord, and it sounds strong and cheerful.</p>

Context 1 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical notation	How do musicians show the pulse of words?	How do musicians show the pulse of words?	How do musicians write ideas down?	How do musicians write ideas down?	How do musicians Sing in tune?	How do musicians play the different notes on an ocarina?
	Musicians use the pulse of words when they are singing.	Musicians use the pulse of words when they are singing.			Musicians need to practice singing in tune. This is the C major scale (just the white keys on the piano). do re mi fa so la ti do	Ocarina fingering linked to musical notation. 

Context 1 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Skill Specific</p>	<p>How do musicians sing clearly?</p>	<p>How do musicians sing clearly?</p>	<p>What skills do musicians use when playing Boomwhackers?</p>	<p>What do musicians need to know about handbells?</p>	<p>What are the instrument families?</p>	<p>What are the finger positions for the four-hole ocarina?</p>
	<p>Open your mouth wide and sing so everyone can hear the words.</p> <p>Take deep breaths from your belly. This helps you sing longer notes and stay in tune.</p> <p>Try to match your voice with the others, not singing too loudly or too softly, but just right.</p> <p>Use your face and body to show the feelings of the song.</p>	<p>Open your mouth wide and sing so everyone can hear the words.</p> <p>Take deep breaths from your belly. This helps you sing longer notes and stay in tune.</p> <p>Try to match your voice with the others, not singing too loudly or too softly, but just right.</p> <p>Use your face and body to show the feelings of the song.</p>	<p>Control: Play respectfully by handling Boomwhackers gently.</p> <p>Accuracy: Listen to play in time with others and keep to the beat.</p>	<p>The larger the bell the lower the pitch. The smaller the bell the higher the pitch</p> <p>Hold the handle1 with a relaxed grip – not too tight, but not too loose! To play, gently swing the bell forward and let the clapper2 inside hit the bell.</p> <p>Special techniques: Shaking: making a continuous ringing sound) Thumb Damping: ring the bell and then touch the rim with your thumb to stop the sound.</p>	<p>Four Instrument families:</p> <p>Percussion Woodwind Brass Strings</p>	 <p>Hold It Right: Use both hands to hold the ocarina. Your thumbs go on the back to support it.</p> <p>Finger Spots: Put your index and middle fingers on the holes. Make sure they can move easily.</p>






Music Unit 2: Term 6




Context	Foundation Stage	Key Stage 1	
	Reception	Year 1	Year 2
Listening & Appraising Foci	Group performance Mini Beast songs / Bug Ball covered throughout the Summer Term.	Country	African v Military
Performance		Body percussion (Y1)	Bucket Drumming (Y2)














Context	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Listening & Appraising Foci	Film scores from over the years	80s Rock & Dance	Major & Minor	1960s to modern day
Performance	Soundtracks (Y3)	Digital music (Y4)	Glockenspiel (Y5)	Song writing (Y6)

Unit 2 Wider Teaching	Artist / Style / Genre	Example of musical style	Artist / Style / Genre	Example of musical style
Year 1	Country	<ul style="list-style-type: none"> ▪ What is country music? Five questions about country music answered - BBC Bitesize ▪ John Denver - Take Me Home, Country Roads (Body Percussion prompts) ▪ Darius Rucker - Wagon Wheel (Official Music Video) ▪ Luke Combs - Where the Wild Things Are (Official Studio Video) ▪ "Happy" by Pharrell Williams - EASY Body Percussion 		
Year 2	African	<ul style="list-style-type: none"> • Ghanaian Drumming • Solo drum • Jalikunda Drumming 	Military	<ul style="list-style-type: none"> • Top Secret Drum Corps V Marines • Marines • Top Secret Drum Corps
Year 3	Film Soundtracks	See scene links in Knowledge Organiser (click on images) Flintstones		
Year 4	80s Rock	<ul style="list-style-type: none"> • Compilation Do not show the videos – just audio!! 	Dance	<ul style="list-style-type: none"> • Tiger Blind – Low battery • John Summit remix – Delirium Silence
Year 5	Glockenspiel	<ul style="list-style-type: none"> ▪ Virtual Glockenspiel ▪ Fantasia ▪ Close-up with music ▪ Harry Potter ▪ Beethoven 	Minor Major	Bill Bailey – Royal Variety Performance
Year 6	1960s	<ul style="list-style-type: none"> • The Beatles • Neil Diamond • Roy Orbison • Aretha Franklin • James Brown • Jackson 5 	Modern Day	<ul style="list-style-type: none"> • Taylor Swift •

Context 2 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Perform by Singing & playing instruments</p>	<p>What skills do musicians use when performing body percussion?</p>	<p>What do musicians need to know about Military and African Drumming?</p>	<p>What do musicians need to think about when creating a soundtrack for a film scene?</p>	<p>What are the main notes found on a piano?</p>	<p>What skills do musicians use when playing glockenspiels?</p>	<p>What skills do musicians use when singing?</p>
	<p>Listen: Listen to everyone to stay together.</p> <p>Follow the Leader: Watch and listen to the group leader for when to start and stop.</p> <p>Stay in Rhythm: Try to keep the same beat as everyone else.</p>	<p>Military Drumming: It's very organized, to help everyone march together. It's used to give commands or keep time, like saying, "Let's go!" or "Stop now!"</p> <p>African Drumming: It's full of rhythms that make you want to move your feet. It's used for celebrations, stories, and dancing.</p>	<p>When someone makes the soundtrack for a scene, the music helps tell the story, even when no one is talking.</p> <p>Feelings – Is the scene happy, sad, scary, or exciting? The music should match!</p> <p>Timing – The music and sounds have to start and stop at the right time, like when someone opens a door or a monster jumps out!</p>	  	<p>Musicians use these skills...</p> <p>Listening: Listen carefully and play at the right time.</p> <p>Timing: Count beats and know when to play each note.</p> <p>Teamwork: Work together, each person playing at the same time or creating harmonies.</p> <p>Reading Music: Read music to know which note to play, including major and minor keys.</p>	<p>Basic Singing Skills: Sing in tune and keep a steady rhythm is important.</p> <p>Breath Control: Breathe properly while singing to hold notes longer</p> <p>Expression and Emotion: Musicals are all about telling a story. Show emotions through their voice and facial expressions</p> <p>Listening Skills: They need to listen to the music and other performers to stay in sync.</p> <p>Teamwork: Songs are a group effort. Take direction and support their fellow performers.</p>

Context 2 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing / Improvising	<p>How do musicians create body percussion sequences?</p> <p>Use a steady beat in the background to help everyone stay in rhythm.</p> <p>Create a short pattern using 3 or 4 moves and practice it.</p> <p>Clap – Pat – Clap – Stomp</p> <p>Build a Sequence Add more patterns to make a longer piece. Choose the order and how many times to repeat each part.</p>	<p>When writing music musicians think about the pulse of words?</p> <p>2 Beats: "Sunshine" can be held for two beats; hold each part for one beat.</p> <p>1 Beat: The word "cat" is a good example of a one-beat word. It's short and quick.</p> <p>2 x Half Beats: The word "happy" can be split into two half-beats. Say "hap-py" quickly, with each part taking half a beat.</p>	<p>What skills do musicians use when creating a musical soundtrack?</p> <p>When musicians create a soundtrack digitally, they think about:</p> <p>Intro – set the mood of the scene or create the setting</p> <p>Main theme – repeated melody or rhythm</p> <p>Build-up – louder, faster, more layers</p> <p>Ending – fade out, surprise sound, or silence</p>	<p>How do musicians structure a song?</p> <p>They build the piece of music using 4 bar sections.</p> <p>4 bar drum introduction.</p> <p>Then: 4 bar guitar / strings introduction.</p> <p>Then: Introduce the piano melody</p>	<p>What do musicians need to think about when composing with glockenspiels?</p> <p>When musicians compose their own music, they should:</p> <p>Make sure it appeals to their audience so they will want to listen.</p> <p>Consider the purpose of the music so the music sounds appropriate.</p> <p>Make sure it is achievable so the musician can play it.</p>	<p>What does it mean to Rewrite Lyrics?</p> <p>Rewriting lyrics means changing the words of a song to make it about something new, while keeping the same tune (the melody)</p> <p>Keep the Rhythm New words should fit the same number of beats as the old ones. If the original song rhymes, try to make your version rhyme too.</p> <p>Tell a Clear Story Think about what your new version is about. Make sure the words make sense together.</p> <p>Be Respectful If the song is by someone else, it's nice to give credit. Don't use words that are mean or inappropriate.</p>

Context 2 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Musical notation</p>	<p>How do musicians write down body percussion?</p>	<p>How are drumbeats represented in musical notation?</p>	<p>How is music represented when created digitally?</p>	<p>How can you record your version of the song?</p>	<p>What are the different notes on a Glockenspiel?</p>	<p>How do musicians sing in tune?</p>
	<p>Use symbols for each sound:</p> <p>👏 Clap your hands 👣 Stomp your feet 👏 Pat your legs or chest 👏 Snap your fingers</p> <p>Use a box for each beat:</p> <p>1 2 3 4</p> 	<p>See diagram on Knowledge Organiser</p> <p>"instruments" of the bucket</p> <p>Bass drum Snare Drum Cymbal Sticks</p> <p>Notation of the instruments.</p>	<p>Incredibox Drag-and-drop icons onto the character. They play an 8 beat loop.</p> <p>Chrome Music Lab (Song Maker) Each row is a different sound. Each column is a beat. Each beat is a quaver</p> <p>GarageBand Shows music in bars that look like LEGO bricks. Each block is a sound or instrument, like a drum beat or a piano tune.</p>	<p>Start creating a drumbeat.</p> <ul style="list-style-type: none"> ✓ 4 beats in a bar ✓ No more than 3 different instruments ✓ 1 or 2 phrases (4 beats or 8 beats) then repeat <p>Record it when you are happy then click the wall icon</p> <p>Loop the track.</p> <p>Then add and record extra tracks for different instruments.</p>	<p>On a Glockenspiel the bars go from low to high, like a musical staircase. What is a Sharp (#)? A sharp means the note goes a little higher. Imagine you're on the note C. If you go up one step, you land on C# (C sharp). What is a Flat (b)? A flat means the note goes a little lower. It's like taking one tiny step down the stairs. If you're on D and go down one step, you land on D\flat (D flat). Fun Fact: Sometimes the same black key can have two names! C# and D\flat are the same</p>	<p>Musicians need to practice singing in tune. This is the C major scale (just the white keys on the piano).</p>

Context 2 Questions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Skill Specific</p>	<p>What is body percussion?</p>	<p>How do musicians play a bucket drum?</p>	<p>How are sounds used to create a sound scene?</p>	<p>How can you make your version of the song unique?</p>	<p>How are Major and Minor Sounds played on a Glockenspiel?</p>	<p>How can you make sure the lyrics fit the melody?</p>
	<p>In body percussion, your Body is your Instrument! You can clap, stomp, pat, snap, and tap to make rhythms.</p> <p>Use Different Parts of Your Body</p> <ul style="list-style-type: none">  Clap your hands  Stomp your feet  Pat your legs or chest  Snap your fingers (if you can!) 	<p>See diagram on Knowledge Organiser:</p> <ul style="list-style-type: none"> - Bucket positions - Stick grip 	<p>Sounds and music are used to create layers:</p> <p>Loops – repeated beats or melodies</p> <p>Tempo – how fast or slow the music needs to be</p> <p>Volume – soft for suspense, loud for action</p> <p>Sound Effects - using everyday objects to create sounds (e.g. blasters, spaceships)</p>	<p>Tempo: Fast feels happy, exciting.</p> <p>Slow feels calm, sad, or peaceful</p> <p>Instrument selection: Select the instruments based on the sounds they make and how they fit with other instruments selected.</p> <p>Volume: Change the volume of different tracks within the song to focus on different elements.</p>	<p>Major sounds are happy and bright.  </p> <p>How to Make a Major Sound Let's play a C major chord. That means we play 3 notes together that sound happy. Find the notes: C, E, and G Tap them one after the other (or together if you can!)</p> <p>Minor sounds are sad or mysterious.  </p> <p>How to Make a Minor Sound Let's play a C minor chord. Find the notes: C, Eb (E flat), and G Tap them like before That's a C minor chord – it sounds a little sad</p>	<p> Count the Syllables Make sure your new line has about the same number of syllables as the original line.</p> <p> Tap the Rhythm Tap your hand while saying the words. If it is too fast or slow, change or shorten the words.</p> <p> Change Words If your line is too long, swap words for shorter ones. If it's too short, add a describing word.</p> <p> Change Order Rearrange words to help them fit better.</p> <p> Use Fill-In Words Words like "oh," "yeah," or "la" can fill in gaps and keep the rhythm.</p>

The title card features a background image of a school building with a prominent chimney, partially obscured by a large, semi-transparent blue circular graphic. The text 'Ridgeway Primary School' is written in a white, sans-serif font, while 'Curriculum' is in a larger, bold, white, sans-serif font. The background image shows a paved area in the foreground and trees in the distance under a blue sky with light clouds.

Ridgeway Primary School
Curriculum

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