

Puffins Music Curriculum

Knowledge & Skills – Year 3

| Unit | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------------------|--|---------------------------------------|--|---|--|--|
| Title | Let Your Spirit Fly | Glockenspiel Stage 1 | Three Little Birds | The Dragon Song | Bringing Us Together | Reflect, Rewind & Replay |
| Style of main song | RnB | N/A | Reggae | A Pop song that tells a story | Disco | Classical |
| Unit theme | RnB and other styles | Exploring & developing playing skills | Reggae and animals | Music from around the world, celebrating our differences and being kind to one another | Disco, friendship, hope and unity | The history of music, look back and consolidate your learning, learn some of the language of music |
| Instrumental Parts | | | | | | |
| Key | C | Multiple pieces | G | G | C | Revise existing |
| One Note | C | E | G | G | C | |
| Easy Part | C, F + G | D + E and D + C | G + A | G | C | |
| Medium Part | E, F, G, A, B + C | D, E, F and C, D + E | C + A | G, A + B | G, A + C | |
| Melody | N/A | N/A | C, D, E, G, A + Bb | B, C, D, E, F + G | G, A + C | |
| Warm-up Games | Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same. | | | | | |
| Bronze | no notes | no notes | no notes | no notes | no notes | Revise existing |
| Silver | C + sometimes D | n/a | C + sometimes D | G + sometimes A | C + sometimes A | |
| Gold | C + D | n/a | C + D | G + A | C + A | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Improvisation | | | | | | |
| Bronze Challenge 1 | Sing and Copy Back Listen and sing back | Improvise using the note D | Sing and Copy Back Listen and sing back | Improvise Challenge 1 Listen and copy back using the notes G, A + B | Sing and Copy Back Listen and sing back | Revise existing |
| Bronze Challenge 2 | Play and Improvise Using your instruments, listen and play your own answer using one note: C | | Play and Improvise Using your instruments, listen and play your own answer using one note: C | n/a | Play and Improvise Using your instruments, listen and play your own answer using one note: C | |
| Bronze Challenge 3 | Improvise! Take it in turns to improvise using one note: C | | Improvise! Take it in turns to improvise using one note: C | n/a | Improvise! Take it in turns to improvise using one note: C | |
| Silver Challenge 1 | Sing, Play and Copy Back Listen and copy back using instruments and one note: C | | Sing, Play and Copy Back Listen and copy back using instruments and one note: C | Improvise Challenge 2 Using your instruments, listen and play your own answer using any of these notes: G, A or B | Sing, Play and Copy Back Listen and copy back using instruments, one note: C | |
| Silver Challenge 2 | Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D | | Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D | n/a | Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes A | |
| Silver Challenge 3 | Improvise! Take it in turns to improvise using one or two notes: C and sometimes D | | Improvise! Take it in turns to improvise using one or two notes: C and sometimes D | n/a | Improvise! Take it in turns to improvise using one or two notes: C and sometimes A | |

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------------------------|---|---------------------------------|---|---|---|-----------------|
| Improvisation, continued | | | | | | |
| Gold Challenge 1 | Sing, Play and Copy Back Listen and copy back using two notes: C and D | Improvise using the notes D E F | Sing, Play and Copy Back Listen and copy back using two notes: C and D | Improvise Challenge 3 Take it in turns to improvise using all or any of these notes: G, A and B | Sing, Play and Copy Back Listen and copy back using two notes: C and A | Revise existing |
| Gold Challenge 2 | Play and Improvise Using your Instruments, listen and play your own answer using two notes: C and D | n/a | Play and Improvise Using your Instruments, listen and play your own answer using two notes: C and D | n/a | Play and Improvise Using your Instruments, listen and play your own answer using two notes: C and A | |
| Gold Challenge 3 | Improvise! Take it in turns to improvise using two notes: C and D | n/a | Improvise! Take it in turns to improvise using two notes: C and D | n/a | Improvise! Take it in turns to improvise using two notes: C and A | |
| Composition | | | | | | |
| Starting notes | C | D or E | C | G + A | C + A | Revise existing |
| Easy option | C, D + E | D + E | C, D + E | G, A + B | C, A + G | |
| Harder option | C, D, E, F + G | D + E | C, D, E, G + A | D, E, G, A + B | C, D, E, G + A | |

Supporting Songs and Styles

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|--|--|--|--|--|
| Let Your Spirit Fly by Joanna Mangona | Glockenspiel Stage 1 | Three Little Birds by Bob Marley | The Dragon Song by Joanna Mangona and Pete Readman | Bringing Us Together by Joanna Mangona and Pete Readman | Reflect, Rewind and Replay |
| RnB | Mixed styles | Reggae | A Pop song that tells a story | Disco | Classical |
| Please choose your own song/piece here Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul) | Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth | Jamming by Bob Marley Small People by Ziggy Marley 54 56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse | Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan | Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce | L'Homme Arme by Robert Morton – Early Music Les Tricoteuses (The Knitters) – Baroque The Clock: Il Andante by Franz Joseph Haydn – Classical Piano Concerto: Allegro Maestoso (Tempo Giusto) by Franz Liszt – Romantic Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary |

Listen and Appraise

| Knowledge | Skills |
|---|---|
| <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song | <ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. |

Musical Activities: Games

| Knowledge | Skills |
|--|---|
| <ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. | <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups |

Musical Activities: Singing

| Knowledge | Skills |
|---|--|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice | <ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. |

Musical Activities: Playing Instruments

| Knowledge | Skills |
|--|--|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder) | <ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. |

Musical Activities: Improvisation

| Knowledge | Skills |
|---|---|
| <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake | <p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> Bronze Challenge: <ul style="list-style-type: none"> Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. Silver Challenge: <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge: <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes. |

Musical Activities: Composition

| Knowledge | Skills |
|--|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none">● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.● Different ways of recording compositions (letter names, symbols, audio etc.) | <ul style="list-style-type: none">● Help create at least one simple melody using one, three or five different notes.● Plan and create a section of music that can be performed within the context of the unit song.● Talk about how it was created.● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |

Performance

| Knowledge | Skills |
|--|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none">● Performing is sharing music with other people, an audience● A performance doesn't have to be a drama! It can be to one person or to each other● You need to know and have planned everything that will be performed● You must sing or rap the words clearly and play with confidence● A performance can be a special occasion and involve an audience including of people you don't know● It is planned and different for each occasion● It involves communicating feelings, thoughts and ideas about the song/music | <ul style="list-style-type: none">● To choose what to perform and create a programme.● To communicate the meaning of the words and clearly articulate them.● To talk about the best place to be when performing and how to stand or sit.● To record the performance and say how they were feeling, what they were pleased with what they would change and why. |

Knowledge & Skills – Year 4

| Unit | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------|--------------|--|----------------------------------|---|--|--|
| Title | Mamma Mia | Glockenspiel 2 | Stop! | Lean On Me | Blackbird | Reflect, Rewind & Replay |
| Style of main song | Pop | Mixed styles | Grime | Gospel | The Beatles/Pop | Classical |
| Unit theme | ABBA's music | Exploring and developing playing skills using the glockenspiel | Writing lyrics linked to a theme | Soul/Gospel music and helping one another | The Beatles, equality and civil rights | The history of music, look back and consolidate your learning, learn some of the language of music |

Instrumental Parts

| | | | | | | |
|----------------------|--|-----------------|-----------------|-------------------|-----------------|-----------------|
| Key | G | multiple pieces | | C | C | Revise existing |
| One Note | G | C | | C | C | |
| Easy Part | G | C + D | | C + F | C + B | |
| Medium Part | G + A | C, D + E | | E, F + G | G, A, B + C | |
| Melody | G, A, B + C | C, D, E, F + G | | G, A, B, C, D + E | C, D, E, F + G | |
| Warm-up Games | Progressive challenges within each unit that include four games. The games build over the year but the structure stays the same. | | | | | |
| Bronze | no notes | no notes | no notes | no notes | no notes | Revise existing |
| Silver | G + sometimes A | n/a | C + sometimes D | F + sometimes G | C + sometimes D | |
| Gold | G + A | n/a | C + D | F + G | C + D | |

| | 1 | 2 | 3 | 4 | 5 | 6 |
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Improvisation

| | | | | | | |
|---------------------------|--|-----|--|--|--|-----------------|
| Bronze Challenge 1 | Sing and Copy Back Listen and sing back | n/a | Sing and Copy Back Listen and sing back | Sing and Copy Back Listen and sing back | Sing and Copy Back Listen and sing back | Revise existing |
| Bronze Challenge 2 | Play and Improvise Using your instruments, listen and play your own answer using one note: G | | Play and Improvise Using your instruments, listen and play your own answer using one note: C | Play and Improvise Using your instruments, listen and play your own answer using one note: F | Play and Improvise Using your instruments, listen and play your own answer using one note: C | |
| Bronze Challenge 3 | Improvise! Take it in turns to improvise using one note: G | | Improvise! Take it in turns to improvise using one note: C | Improvise! Take it in turns to improvise using one note: F | Improvise! Take it in turns to improvise using one note: C | |
| Silver Challenge 1 | Sing, Play and Copy Back Listen and copy back using instruments, one note: G | | Sing, Play and Copy Back Listen and copy back using instruments, one note: C | Sing, Play and Copy Back Listen and copy back using instruments, one note: F | Sing, Play and Copy Back Listen and copy back using instruments, one note: C | |
| Silver Challenge 2 | Play and Improvise Using your instruments, listen and play your own answer using one or two notes: G and sometimes A | | Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D | Play and Improvise Using your instruments, listen and play your own answer using one or two notes: F and sometimes G | Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D | |
| Silver Challenge 3 | Improvise! Take it in turns to improvise using one or two notes: G and sometimes A | | Improvise! Take it in turns to improvise using one or two notes: C and sometimes D | Improvise! Take it in turns to improvise using one or two notes: F and sometimes G | Improvise! Take it in turns to improvise using one or two notes: C and sometimes D | |
| Gold Challenge 1 | Sing, Play and Copy Back Listen and copy back using two notes: C and D | | Sing, Play and Copy Back Listen and copy back using two notes: C and D | Sing, Play and Copy Back Listen and copy back using two notes: F and G | Sing, Play and Copy Back Listen and copy back using two notes: C and D | |
| Gold Challenge 2 | Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D | | Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D | Play and Improvise Using your instruments, listen and play your own answer using two notes: F and G | Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D | |
| Gold Challenge 3 | Improvise! Take it in turns to improvise using two notes: C and D | | Improvise! Take it in turns to improvise using two notes: C and D | Improvise! Take it in turns to improvise using two notes: F and G | Improvise! Take it in turns to improvise using two notes: C and D | |

| | 1 | 2 | 3 | 4 | 5 | 6 |
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Composition

| | | | | | | |
|----------------|----------------|----------------|-----|----------------|----------------|--|
| Starting notes | G | C | n/a | C | C | |
| Easy option | G, A + B | C, D + E | | F, G + A | C, D + E | |
| Harder option | G, A, B, D + E | C, D, E, F + G | | C, D, F, G + A | C, D, E, G + A | |

Supporting Songs and Styles

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|--|---|--|--|---|
| Mamma Mia by ABBA | Glockenspiel Stage 2 | Stop! by Joanna Mangona | Lean On Me sung by Bill Withers | Blackbird by The Beatles | Reflect, Rewind & Replay |
| Pop | Mixed styles | Grime and mixed styles | Gospel | Pop/The Beatles | Classical |
| ABBA's music: Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA | Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive | Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas | He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel) | Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles | La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary) |

Listen and Appraise

| Knowledge | Skills |
|--|--|
| <p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (Introduction, verse, chorus etc). Name some of the instruments they heard in the song. | <ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. |

Games

| Knowledge | Skills |
|--|---|
| <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to | <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups |

Singing

| Knowledge | Skills |
|--|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice | <ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. |

Playing

| Knowledge | Skills |
|--|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, recorder or xylophone). • Other instruments they might play or be played in a band or orchestra or by their friends. | <ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song. |

Improvisation

| Knowledge | Skills |
|--|--|
| <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations | <p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> • Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. • Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. • Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. |

Composition

| Knowledge | Skills |
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| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) | <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |

Performance

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| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music | <ul style="list-style-type: none"> • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. |

