

Mousehole School's Music Curriculum Skiffs Years 1 and 2

Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Topic	Toys	Music in the castle	Explorers	Great Fire of London	Our local area	Fossils
Outcome	Children can sing action songs from memory. They can explore a range of percussion instruments, creating and playing simple rhythmic patterns linked to the topic of toys. They can recognise notated crotchets, quavers and rests. They can listen to and respond to music.	Children can sing confidently with a selection of movements and actions, including songs in 2 parts. They can create music for a fanfare using pitch and can recognise how music can be used for special occasions, understanding how different instruments and sounds combine to create atmosphere.	Children can listen to a wide range of music from different styles and genres about voyages and exploration. They can create a piece of music with an atmosphere of excitement and discovery.	Children can sing a set of songs about the Great fire of London and suggest actions to mark the words. They can create music about fire, recognising and demonstrating changes in pitch, tempo and dynamics.	Children can recognise changes in pitch, dynamics, tempo and texture. They can relate dance to music and can follow graphic notation to compose and play music.	Children can listen to a selection of music related to fossils and dinosaurs, including film music. They can recognise how music can help to tell a story and suggest a scene. They can play and create music to tell a story or suggest a scene using musical elements of music (pitch, dynamics, tempo, texture)

Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Sequence of Learning	<p>I can sing a solo in the register, sing call and response songs from memory with actions.</p> <p>I can suggest actions for songs and mark the beat using my body with songs and music that I listen to.</p> <p>I can play the pulse on a percussion instrument and change the tempo.</p> <p>I can play rhythms on percussion instruments and spot the difference between pulse and rhythm.</p> <p>I can create and play my own rhythms using topic words and some notation (crotchets, quavers and rests).</p>	<p>I can listen to music created for special occasions and talk about what it makes me feel like.</p> <p>I can talk about the different instruments I hear and why they might have been chosen.</p> <p>I can play simple pitched patterns to make music for occasions using 2 and 3 notes.</p> <p>I can use notation to play my music (crotchets, quavers and rests)</p>	<p>I can recognise groups/ families of instruments in music that I listen to and talk about how it makes me feel.</p> <p>I can talk about how dynamics, tempo, texture and pitch are used in the music I hear.</p> <p>I can select instruments to play changes in dynamics, tempo, pitch and texture.</p> <p>I can follow a conductor and take turns at being a conductor.</p> <p>I can suggest ways and experiment with sounds to build an exciting atmosphere with instruments.</p>	<p>I can sing songs with actions and suggest my own actions.</p> <p>I can hear changes in pitch in music that I listen to.</p> <p>I can play loud and quiet sounds, fast and slow sounds.</p> <p>I can respond to changes in pitch with my body.</p> <p>I can play simple pitched patterns on instruments and create my own.</p>	<p>I can listen to music which comes from my local area, folk music and songs and talk about what I hear.</p> <p>I can sing songs from my local area including some Cornish language.</p> <p>I can dance to music from my local area and understand how the dance matches the structure of the music.</p> <p>I can hear changes in time signatures from 2 beats to 3 beats.</p> <p>I can play music from pictures and symbols about where I live.</p>	<p>I can talk about instruments I hear in music and recognise how sounds make an atmosphere.</p> <p>I can recognise rhythmic repeating patterns (ostinatos)</p> <p>I can create and play rhythmic repeating patterns (ostinatos)</p> <p>I can play some musical patterns from pieces of music I have heard and use notation to do this.</p>

Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Composite	I can play my rhythms as part of a class performance.	I can perform my own melodic part in a class piece of music for a royal occasion.	I can compose music which builds an atmosphere using changes in tempo, pitch, dynamics and texture.	I can create music about fire with changes in pitch, melodic phrases dynamics and tempo.	I can create music about where I live and write it down using pictures and symbols (graphic score).	I can create my own music about fossils/ dinosaurs with ostinatos using changes in pitch, dynamics, tempo and texture following a story or film clip.
Vocabulary	Pulse Rhythm Tempo Crotchet Quaver Solo	Pitch Instruments Band Fanfare	Dynamics Texture Orchestra Atmosphere Conductor	Pitch Tempo Melody Dynamics Colour	Folk music Graphic score Time signature Structure	Ostinato Repeating Sequence

Mousehole School's Music Curriculum LUGGERS - Years 3 and 4

Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Topic	Stoneage	Ancient Egypt	Bees	Ancient Greece	Ancient Rome	Rainforests

Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Outcome	Children can sing songs in 2 and 3 part harmony and can take turns at leading groups. They can play and create accompaniments for songs using pitched instruments and begin to recognise some notes on the stave. They can read and play minims as well as crotchets, quavers and rests.	Children can listen to music about the Wonders of the world and understand how the composer combined musical elements to create atmosphere and suggest mood/scenes. They can describe what they hear using musical vocabulary (crescendo, diminuendo, dynamics, texture, Instruments, tempo) They can understand and recognise changes in major and minor tonality.	Children can listen to music from a broad range of styles and genres about the environment and insect life. They can talk about structure in music and recognise different musical forms such as ABA, AABA etc. They can perform music which uses a particular structure (form) in 3 and 4 beat metres 9time signature) from standard staff notation (2 and 3 note patterns) with crotchets, paired quavers, rests and minims.	Children can sing songs which help them to learn about and reinforce their knowledge of Ancient Greece. They can use their voices appropriately, changing dynamics and communicating the intention.They can play melodic ostinatos on a range of pitched instruments using notation (3 and 4 notes on the stave) and perform accompaniments to songs. They can listen to a range of music and comment on how the musical elements combine: tempo, rallentando, accelerando.	Children can listen to a selection of music from past and present about Roman gods. They can sing songs inspired by the topic of Ancient Rome and comment on the musical elements within them. They can use a combination of musical elements to play and compose music about the gods, demonstrating changes in musical elements (pitch, dynamics, crescendo, diminuendo, texture, instrumentation, tempo) describing what they hear and play using musical vocabulary. They can explore tonality, reading and playing pitched notation of 3, 4 note melodic phrases.	Children can listen to music from Indonesia and Brazil. They can talk about music from these rainforest regions using music vocabulary and comment on instruments. They can improvise using a variety of pentatonic scales. They understand that improvisation still involves stricture and can play their own improvisations within a structured piece.

Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Sequence of Learning	<p>I can sing one part in a round and hold my own part whilst others are singing something different to me.</p> <p>I can follow a leader and take turns at being leader.</p> <p>I can read some pitched notation and work out some of the song on a pitched instrument and play it.</p> <p>I can play an accompaniment part on a pitched instrument, following notation,</p> <p>I can play my own pitched part whilst others play something different to me.</p>	<p>I can listen to a selection of music and describe what I hear using musical words: Dynamics, Diminuendo, Crescendo, tempo, texture.</p> <p>I can recognise changes in tonality: Major and minor</p> <p>I can play sets of notes on pitched instruments (major and minor) and recognise the 'home' note.</p> <p>I can create melodic patterns choosing tonality (major and minor) and play these in time with an accompaniment.</p> <p>I can create and suggest ideas for composing using dynamics, texture, tempo and tonality.</p>	<p>I can listen to pieces of music with differing structures and spot where phrases and patterns are repeated.</p> <p>I can listen to music with different meters and spot where the strong beats lie, recognising 3 and 4 beat meter.</p> <p>I can play music in 3 and 4 beat meters on pitched and non pitched instruments in time with a beat.</p> <p>I can play music from notation (2 and 3 note pitches) which takes a particular form (AABA, ABA)</p> <p>I can create my own patterns on pitched and non pitched instruments using notation in 3 and 4 beat meters (time signature)</p>	<p>I can sing songs about Ancient Greece and sing a harmony part.</p> <p>I can describe instrumentation and tempo in pieces of music that I listen to: rallentando, accelerando, plucked, blown, bowed.</p> <p>I can create and play ostinato patterns using 3 and 4 note pitches in time with a beat.</p> <p>I can play ostinato accompaniment patterns to accompany a song and change the tempo as I play.</p> <p>I can experiment with ways of playing instruments to enhance an accompaniment to a piece/song.</p>	<p>I can listen to music and describe what I hear, using musical words: pitch, dynamics, crescendo, diminuendo, rallentando, diminuendo, forte, piano.</p> <p>I can name a selection of instruments in music that I hear and talk about how they are played.</p> <p>I can suggest a scene or a picture when I listen to music and write my ideas about it down.</p> <p>I can recognise pitched notation. On the stave of 3 and 4 note phrases.</p> <p>I can play 3 and 4 note phrases on pitched instruments when reading from notation.</p>	<p>I can listen to music from rainforest regions and talk about what I hear, suggesting how then sounds may be made and instruments used.</p> <p>I can recognise changes in rhythmic patterns and copy some of the rhythms myself.</p> <p>I can recognise five note, pentatonic scales and experiment with rhythmic patterns with these scales.</p> <p>I can recognise structure within pieces of music and play my own improvised patterns within the structure.</p> <p>I can take my turn to improvise in a class piece using the pentatonic scale.</p>

Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Composite	I can play an individual pitched part in a class performance and sing a part in a round.	I can play and perform the music I have composed, creating an atmospheric piece inspired by ancient Egypt.	I can play a part in a class performance of a piece with the AABA form from notation in either 3 or 4 beat meter.	I can play my own part with 3 and 4 note pitched ostinatos from the stave, following tempo changes, in a class performance for a song about Ancient Greeks.	I can create music about Roman gods and perform melodic phrases on an instrument, reading 3 and 4 note pitches from the stave. I can play with appropriate dynamics, tempo and change the texture.	I can improvise for a set length of beats/bars within a structure using the pentatonic scale as part of a whole class performance.
Vocabulary	Round Harmony Accompaniment Stave Harmony Minim	Major Minor Tonality Texture Atmosphere	Meter Structure Form Time signature	Tempo Rallentando Accelerando Accompaniment Ostinato	Phrase Melody Instrumentation Texture Forte Piano	Improvise Pentatonic Structure

Mousehole School's Music Curriculum Schooners Years 5 and 6

Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Topic	WWII	Anglo Saxons and Vikings	The Maya	Tudors	Crime and Punishment	Rivers

Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Outcome	<p>Children can sing a selection of songs from and inspired by WWII. As they learn these they can begin to follow the music on the stave (up to an octave) and can see how what they sing matches what they see. They can sustain notes and can maintain a harmony part within a group. They can lead a harmony part in a group performance. Children can listen to music from WWII performed by swing bands and can comment on what they hear; instruments, tempo, texture, style. They can pick out some of the rhythms and can play these.</p>	<p>Children can listen to music inspired by/about battles and can talk about what they hear using appropriate musical vocabulary; pianissimo, fortissimo, forte, piano, crescendo, diminuendo. They can hear that different sets of notes can suggest different moods and can hear changes in tonality; modes, scales, major, minor. They can recognise semiquavers, quavers, crotchets, minims and rests and can read, write and play these. They can use technology to experiment with, capture and record musical ideas.</p>	<p>Children can sing songs about the Mayan people to enhance their historical knowledge. They can recognise syncopation in music and can clap/play syncopated rhythms. They can read single quaver rhythms and semibreves from notation. Children can compose in major and minor keys (5 - 8 notes) and can begin to write some of these phrases down either by hand or using music technology. They can play rhythmic pieces at a range of tempos and can speed up and slow down following a conductor (rallentando, accelerando).</p>	<p>Children can sing a song about the Tudors which reinforces their historical learning. They can recognise changes in meter between 2, 3 and 4 (time signatures). They can play pitched accompaniments to a Tudor piece of music and can also play the simple melody of this piece from notation. They can play the melody over an accompaniment or can play the accompaniment as the melody is played, keeping in time. They can recognise that the piece of music is in Ternary form and can play the repeats at different dynamics (mf, mp, p, f)</p>	<p>Children can listen to a range of detective theme tunes and talk about what they hear in the music; instruments, chord patterns, structure, chromatic notes and semitones. They can recognise how instruments might be manipulated (pizzicato, tremolando) to create and enhance scenes and understand that music can play an important part in creating atmosphere and character in film and TV. They can talk about the genre of music they listen to; jazz, blues and can play a chord pattern.</p>	<p>Children can sing a song about famous rivers of the world and use their voices appropriately to communicate the mood of the song. They can sing in harmony within the song and read some of the song from notation. Children can listen to music composed about Rivers and comment on the instrumentation, ensemble and musical elements within the piece. They can play music which suggests a flowing river and follow descending and ascending melodic phrases (Scalic passages) They can read and play semibreves, minims, crotchets, quavers and semiquavers.</p>

Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Sequence of Learning	<p>I can sing songs from WWII, thinking about the words and reflecting them with the way I sing.</p> <p>I can sing a harmony part and can control my voice to sing long notes in tune. As I sing I can look at the notes on the stave and see how the music moves up and down in pitch.</p> <p>I can lead a group with a harmony part, using my body to lead and singing at the same time.</p> <p>I can recognise the instruments in a swing band and pick out individual patterns to clap and play.</p> <p>I can play an individual part in a swing piece.</p>	<p>I can listen to music which has a wide variety of dynamics and comment on what I hear.</p> <p>I can use the appropriate musical words to describe dynamics in music.</p> <p>I can recognise semiquavers, quavers, crotchets and minims in music and can play these.</p> <p>I can write down my music using rhythmic notation and can experiment with these using technology.</p> <p>I can use modes and scales to compose music about a battle and can record my ideas with technology.</p>	<p>I can sing a song about the Mayan people and talk about how the words relate to what I am learning in history.</p> <p>I can recognise syncopated rhythms (single quaver/crotchet patterns) and I can clap and play these in time with a beat.</p> <p>I can change the tempo, slowing down and speeding up, flowing a conductor, as I play my syncopated rhythms.</p> <p>I can play my own syncopated rhythms on pitched instruments and choose major or minor keys to take my notes from.</p> <p>I can read and play semibreves on pitched instruments and can play these whilst others play syncopated rhythms.</p>	<p>I can sing a song about the Tudors and talk about how it relates to my historical learning.</p> <p>I can recognise the meter of music I listen to and say whether I think it is 2,3 or 4 beats.</p> <p>I can recognise ternary form in a Tudor piece of music and hear the dynamic changes between f, mf, p and mp.</p> <p>I can read the notes and play a pitched accompaniment, including a drone, to a Tudor piece.</p> <p>I can read the notes and play the melody of the Tudor piece.</p>	<p>I can listen to detective theme tunes and talk about what I hear using musical vocabulary, mentioning instruments including how they are played.</p> <p>I can recognise chromatic movement in melodies and name the style /genre of the music I am listening to.</p> <p>I can recognise the 12 bar blues pattern and can pick out the home notes of the chord patterns.</p> <p>I can play a chord sequence.</p> <p>I can compose a melody which uses chromatic notes to play over a chord sequence.</p>	<p>I can sing a song about Rivers and use my voice well to communicate the words.</p> <p>I can sing a harmony part to the song about rivers while others sing the tune.</p> <p>As I sing I can follow the notation.</p> <p>I can listen to music composed about rivers and talk about what I hear using musical vocabulary including instruments, ensemble, genre and musical elements.</p> <p>I can recognise ascending and descending musical passages in music I hear and can play some ascending and descending musical phrases.</p> <p>I can play music which uses notation (semibreves, minims, crotchets, quavers and semiquavers)</p>

Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Composite	I can play my own part of a swing band piece in time with the beat for a performance and can sing a harmony part in a performance of songs from and inspired by WWII.	I can compose music for a battle which uses changes in dynamics and tempo. I can use semiquavers in my composing and choose a set of notes which fits the mood of my piece. I can use technology to capture and record my ideas.	I can compose and play a 'pyramid' piece which uses syncopated rhythms and changes tempo. I can notate some of my music using technology or by hand.	I can perform the melody and/ or a pitched accompaniment for a class performance of a Tudor piece, changing the dynamics for repeats.	I can compose a piece of music for a fictional detective using a chord sequence and chromatic melodic notes as part of a group. I can record my music using technology.	I can play music about a river which has ascending and descending phrases from notation and can create my own phrases which use these ideas.
Vocabulary	Harmony/ Descant Swing beat Swing Band Octave	Fortissimo (ff) Pianissimo (pp) Forte Piano Mode Semiquavers Technology	Semibreves Syncopation Single quavers Accelerando Rallentando	Mezzo Forte (mf) Mezzo Piano (mp) Drone Ternary Form	Chromatic Jazz Blues Pizzicato Tremolando Chord sequence	Ascending Descending Instrumentation Scales Genre

Enhanced Music Offer at Mousehole School

Vocal Performance Opportunities

Throughout the year the children at Mousehole school take part in weekly singing assemblies where they develop their vocal skills. There are regular performance opportunities for them from EYFS to year 6 both at school and in the wider community. We also have a choir which rehearses weekly and is offered to any children wishing to join. The information below shows annual events which are part of our school calendar. There are also various one off events in which we take part.

Term	Autumn	Spring	Summer
Events	Paul Feast - whole school Christmas Fair - School Choir Christmas Carol Service - whole school Tate Winter Festival - School choir	St Piran's Concert - KS2 St Piran's concert - KS1 Songfest - School Choir KS2 only Cornwall International Male Choral Festival Workshop outreach programme - KS2 (biannual)	TPAT Showcase - KS2 Minack Theatre annual production with CMST - KS2 Summer production - Whole School

Specialist Instrumental Input for Whole class and Ensemble

Our musical offer is further enhanced by visiting specialist teachers. This programme of activity is embedded in our curriculum. Each of these also involves an end of unit performance.

Term	Autumn	Spring	Summer
Activity	Brass First Access - Lower KS2 (Assembly performance)	Inspiration Project - KS1 (Assembly performance)	Samba - KS2 (Mazey Day performance)

Quality Live Music Experiences

The children at Mousehole school are given opportunities to listen to and experience high quality musical performances to inspire them on their musical journeys. The following events take place annually. There are other one off events which we also attend.

Term	Autumn	Spring	Summer
Activity	IMS visit to school - whole school Chapel Street Music /CMST chamber music ensemble workshop HDS Music scholars visit to school - Whole school	Chapel Street Music /CMST chamber music ensemble workshop	Chapel Street Music /CMST chamber music ensemble workshop - KS2 Cornwall International Male Choral Festival visiting choirs performance in Penzance - KS2 HDS Music scholars visit to school - Whole school

Mousehole School's Instrumental Music Enrichment programme

Instrumental/vocal lessons are delivered by CMST teachers on a weekly basis. Subsidies are accessed where available through ASONEhub.

We currently offer keyboard, violin, drum kit, voice, brass and guitar. These lessons are available to all year groups. The children learning instruments also take part in ensemble activities and go out to workshops and ensembles in the wider community such as Playwest and Humphry Davy School/CMST St Piran's Annual Instrumental workshop.