

Music

Equipment list

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Instrument selection

Throughout this document and the scheme of work, the terms *untuned* and *tuned instruments* are used rather than naming specific instruments. This approach reflects the variation in equipment across schools. Instruments have instead been grouped according to their purpose and playing technique, enabling adaptation to the instruments available in each setting.

Untuned instruments are musical instruments that do not produce varied pitches or notes when played. This means they generally cannot play melodies or harmonies. Instead, untuned instruments are used to keep the pulse or add rhythm and texture to music. Through using the instruments in Group A, pupils develop their bilateral motor skills, as they use both hands and one hand has to cross the midline of their body. The instruments in Group B, develop pupils gross motor skills.

Group A

These are instruments that are particularly useful for keeping a beat.



claves



woodblock



drum



guiro



triangle

Group B

These are instruments that are particularly useful for adding expressive texture.



tambourine



egg shakers



maracas



rainstick

Instrument selection (continued...)

Tuned instruments, also referred to as pitched instruments, are designed to produce specific pitches or notes, enabling them to perform melodies. The Group C instruments listed here are played by striking, necessitating precise hand-eye coordination and careful control over the force exerted by the hands. For more complex compositions, these instruments may also demand bilateral coordination, requiring simultaneous and coordinated use of both sides of the body. Group D instruments necessitate a deeper understanding of how finger placement affects notes, as well as dexterity, making them slightly more complex in terms of learning the basic skills needed to produce and control pitches.

Group C



xylophone



glockenspiel



piano/
keyboard



hand bells



chime bars

Group D



ukulele



recorder

If a music hub is brought in to teach your instrumental scheme, pupils may learn these instruments as part of the scheme. Subsequently, the skills acquired should be applied in future lessons where appropriate.

Celebration music	Exploring sound	Music and movement
❑ Sensory scarves/chiffons or strips of fabric ❑ A laptop or interactive whiteboard ❑ Tambourines and cymbals ❑ Classroom items to be used as drums ❑ Sleigh bells	❑ A selection of different percussion instruments ❑ A laptop or interactive whiteboard	❑ A laptop or interactive whiteboard to play the songs/clips ❑ Examples of songs with a strong beat ❑ Three circles of paper (one red, one yellow, one green) ❑ Sensory scarves/chiffons or strips of fabric
Musical stories	Transport	Big band
❑ Teddy bears ❑ A computer with an internet connection ❑ An interactive whiteboard ❑ A laptop ❑ A selection of percussion instruments ❑ A whiteboard ❑ An interactive whiteboard	❑ Untuned instruments (such as: a small drum, tambourine, drums, castanets, maracas, claves, guiro, sleigh bells, triangle, cymbals etc.) ❑ A laptop or interactive whiteboard ❑ A small whiteboard and pen	❑ Tuff tray or similar ❑ Recyclable materials ❑ Tuned instruments (such as: xylophone, glockenspiel, piano, keyboard, tubular bells etc.) ❑ Untuned instruments (such as: tambourine, drums, castanets, maracas, claves, guiro, sleigh bells, triangle, cymbals etc.)

This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)

Keeping the pulse (My favourite things)	Tempo (Snail and mouse)	Dynamics (Seaside)
☐ Untuned instruments	☐ A selection of untuned percussion instruments	☐ A device for recording ☐ Tuned and untuned percussion Instruments
Sound patterns (Fairy tales)	Pitch (Superheroes)	Musical symbols (Under the sea)
☐ Untuned instruments ☐ A device for recording	☐ Tuned percussion instruments, ideally glockenspiels ☐ A device for recording ☐ A flipchart	☐ Instruments, ideally glockenspiel or chime bars, bells, triangles and other instruments that make similar sounds ☐ A device for recording

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Call and response (Animals)	Instruments (Musical storytelling)	Contrasting dynamics (Space)
☐ Untuned percussion instruments ☐ A recording device	☐ Tuned and untuned percussion instruments ☐ A recording device	☐ Tuned percussion instruments
Singing (On this island)	Structure (Myths and legends)	Pitch (Musical Me)
☐ No specific equipment needed	☐ Untuned percussion instruments ☐ A recording device	☐ Individual whiteboards and pens ☐ A large space for group work ☐ Tuned percussion instruments

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Ballads	Creating compositions in response to an animation	Developing singing techniques
☐ Optional: 'Rosie's Hat' book by Julia Donaldson	☐ Tuned and untuned percussion instruments ☐ Laptops/tablets	☐ Tablet/cameras ☐ Untuned percussion instruments
Pentatonic melodies and composition	Jazz	Traditional instruments and improvisation
☐ Elastic to secure the mask ☐ Tuned percussion instruments ☐ Untuned percussion instruments ☐ Scarves ☐ Video or audio recording equipment	☐ Tuned percussion instruments	☐ Keyboards or glockenspiels ☐ Hand drums

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Body and tuned percussion	Rock and Roll	Changes in pitch, tempo and dynamics
☐ Whiteboards and pens ☐ Tuned percussion instruments	☐ Tuned percussion instruments ☐ Untuned percussion instruments ☐ Keyboards or chromatic glockenspiels	☐ Sugar paper ☐ Laptops/iPads/tablets ☐ Percussion instruments
Haiku, music and performance	Samba and carnival sounds and instruments	Adapting transposing motifs
☐ Clipboards ☐ Tuned and untuned percussion Instruments ☐ Optional: invite students to bring in instruments they play	☐ Untuned percussion Instruments	☐ Tablet/camera ☐ Tuned percussion instruments ☐ Untuned percussion instruments ☐ Colouring pens ☐ A3 or flipchart paper ☐ Optional: Pupils' own instruments

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Composition notation	Blue	South and West Africa
☐ Tablet/camera ☐ Tuned percussion instruments ☐ Optional: Pupils' own instruments	☐ Keyboard or chromatic glockenspiel ☐ Coloured dots stickers ☐ Optional: Tablets or camera for filming the performances	☐ Percussion instruments ☐ Djembes (traditional African drums) and/or any other drums you have access to
Composition to represent the festival of colour	Music theatre	Looping and remixing
☐ Coloured card ☐ Variety of percussion instruments ☐ Optional: invite students to bring in their own instruments	☐ Tuned and untuned instruments ☐ Craft materials ☐ Pupils' own instruments ☐ Manuscript paper ☐ A recording device	☐ Laptops or desktops ☐ Headphones ☐ Keyboards or other tuned percussion instruments

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Dynamics	Songs of WWII	Film music
- Whiteboards and pens or notebooks and pencils and paper - Tuned percussion instruments	- Whiteboards and pens - Coloured pencils or pens in: red, orange, yellow, green, light blue, dark blue and purple (can use purple instead of dark blue, and pink instead of purple if more available)	- Whiteboards and pens - A selection of instruments - The film 'Wallace & Gromit: A Close Shave' by Aardman Animations
Themes and variations	Baroque	Composing and performing a leavers song
- Whiteboards and pens - Pencils and paper - Coloured paper or paints/ pens/ pencils etc.	- Tuned percussion instruments - Optional: Music stands - Optional: Composing software loaded onto devices - Optional: Tablets or camera for filming the performances	- A device to play leavers' song on - Pens and paper - Sugar paper - Marker pens - Lined paper - Tuned percussion instruments - Pupils' own instruments brought in from home

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Tuned percussion instrument- enough for one between two children.

Choose from chromatic glockenspiels, with sharp and flat notes, xylophones, metallophones, chime bars (if you are using chime bars, you need to make sure that you have a **two octave set**, not the chime bars that come with five or eight in a box).

Untuned percussion instruments.

This is not prescriptive, as long as the pupils have something they can use to play along with the pulse of the music. If you want to buy specific instruments, then claves, guiros, egg shakers, gongs / cymbals would all be useful.