

Music Curriculum Guide

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

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National Curriculum Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 1 Subject Content

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high quality live and recorded music.
- experiment with, create, select and combine sounds using the interrelated dimensions of music.

Key Stage 2 Subject Content

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Whole School Coverage

Units

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse	Pulse Nativity	Pulse	Pulse	Pulse (Year 4 Curriculum – New Scheme)	Pulse Y6 end of year production (Year 4 Curriculum – New Scheme)
Voice	Voice	Voice	Voice	Voice (Year 4 Curriculum – New Scheme)	Voice (Year 4 Curriculum – New Scheme)
Rhythm	Rhythm	Rhythm	Rhythm	Rhythm (Year 4 Curriculum – New Scheme)	Rhythm (Year 4 Curriculum – New Scheme)
Pitch	Pitch	Pitch	Pitch	Pitch (Year 4 Curriculum – New Scheme)	Pitch (Year 4 Curriculum – New Scheme)
Technology, Structure & Form	Technology, Structure & Form	Technology, Structure & Form	Technology, Structure & Form	Technology, Structure & Form (Year 4 Curriculum – New Scheme)	Technology, Structure & Form (Year 4 Curriculum – New Scheme)
20th Century Music	20th Century Music	20th Century Music	20th Century Music	20th Century Music (Year 4 Curriculum – New Scheme)	20th Century Music (Year 4 Curriculum – New Scheme)

	Unit 1 - Pulse	Unit 2 - Voice	Unit 3 - Rhythm	Unit 4 - Pitch	Unit 5- Music tech	Unit 6 - 20th Cen
EYFS	<p>Keep a steady pulse with some accuracy - clapping, marching, tapping</p> <p>Imitate movements in response to music.</p> <p>Explore, respond and identify long and short sounds.</p> <p>Create a piece of music using long and short sounds</p> <p>Comment on own and other people's performances.</p>	<p>Sing songs, which contain a small range of notes</p> <p>Take turns when singing and be a good listener.</p> <p>Perform actions to accompany songs.</p>	<p>Keep a steady pulse with some accuracy</p> <p>Begin to recognise changes in tempo</p> <p>Explore rhythm through play</p> <p>Begin to use pictures and images to represent sounds</p> <p>Comment on own and other people's performances</p>	<p>Recognise and broadly control changes in pitch using voice (2 different pitches) and movement</p> <p>Sing 2 pitches in tune</p> <p>Use voice to show different emotions through pitch</p> <p>Follow a graphic score to create music with different pitches.</p> <p>Comment on and respond to recordings of my own voice and changes in pitch.</p>	<p>Comment and respond to recordings of my own voice and other classroom sounds.</p> <p>Use graphic symbols to help me remember sections of songs.</p> <p>Begin to make comments about own and other's performances.</p>	<p>Identify and perform features of different musical genres: Country /Big Bang / Beatboxing</p> <p>Create and practice a piece of music using features of different genres (using EYFS key skills and knowledge).</p> <p>Comment on own and other people's performances.</p>
Year 1	<p>Create, explore, respond and identify long and short sounds.</p> <p>Keep a steady pulse and perform simple rhythms with some accuracy</p> <p>Create a group performance using instruments to keep the pulse or play a rhythm</p> <p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>	<p>Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence</p> <p>Follow simple musical directions for faster, slower, stopping and starting</p> <p>Recognise when the pitch of a song gets higher or lower</p> <p>Use actions and dynamics to enhance performance</p> <p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>	<p>Play along to the pulse and maintain a steady tempo</p> <p>Confidently copy given rhythms</p> <p>Demonstrate and explain the difference between pulse and rhythm</p> <p>Perform as part of a group and play rhythms in time</p> <p>Use graphic notation to record rhythms</p> <p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>	<p>Identify and explain the difference between high and low pitched sounds</p> <p>Recognise changes in pitch when singing and listening to musical sounds</p> <p>Use pitch and timbre to create own composition</p> <p>Represent a sound using graphic notation</p> <p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>	<p>Use technology to create and change sounds</p> <p>Demonstrate an understanding of simple musical structure</p> <p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>	<p>Identify and perform features of different musical genres: Folk music / experimental/ disco</p> <p>Create and practice a piece of music using features of different genres (using Yr 1 key skills and knowledge).</p> <p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>
Year 2	<p>Play / chant with good sense of pulse</p> <p>Respond to visual and aural cues.</p> <p>Perform using graphic notation</p> <p>Read and compose with stick notation to represent crotchets, paired quavers and crotchet rests</p> <p>Perform as part of a group in time to the pulse</p> <p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p>	<p>Sing, with accuracy, within a range of notes</p> <p>Follow and use performance instructions, including, starting, stopping, dynamics and tempo</p> <p>Recognise and demonstrate the link between pitch and shape using graphic notation</p> <p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p>	<p>Perform with a good sense of pulse and rhythm</p> <p>Recognise rhythmic patterns found in speech and songs</p> <p>Demonstrate the difference between pulse and rhythm through physical movement, playing and singing</p> <p>Use stick notation to record rhythms</p> <p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p>	<p>Demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance</p> <p>Respond to the musical stimulus, considering appropriate pitch choices for composition.</p> <p>Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.</p> <p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p>	<p>Experiment changing and combining sounds through technology</p> <p>Create and perform simple rhythms following a given structure</p> <p>Listen to, and make observations about a variety of live and recorded music</p> <p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p>	<p>Identify and perform features of different musical genres: Film Music / Beatles / Modern bhangra</p> <p>Create and practise a piece of music using features of different genres (using Yr 2 key skills and knowledge).</p> <p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p>

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<p>Year 3</p>	<p>Sing and play confidently, maintaining a steady pulse.</p> <p>Maintain a part in a piece and respond to visual and aural cues</p> <p>Apply word chants to rhythms and link each syllable to a musical note</p> <p>Use standard notation to compose own rhythms, using crotchets, paired quavers and crotchet rests</p> <p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p>	<p>Sing fluently in unison and pitch match accurately.</p> <p>Maintain own part when singing a song with more than one part, following performance directions.</p> <p>Use expression, dynamics and actions to enhance my vocal performance</p> <p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p>	<p>Play rhythms confidently while maintaining a consistent pulse</p> <p>Demonstrate understanding of the difference between pulse and rhythm whilst performing songs and playing instruments.</p> <p>Take part in a performance, following musical signals and maintain a strong sense of pulse</p> <p>Play rhythms from graphic notation or simple standard notation</p> <p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p>	<p>Show good awareness of pitch matching when singing</p> <p>Create simple rhythmic patterns, melodies and accompaniments</p> <p>Aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range</p> <p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p>	<p>Use technology to create, change and combine sounds.</p> <p>Compose following the basic sections of song structure</p> <p>Listen to and use features of music from other traditions, genres and times</p> <p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p>	<p>Identify and perform features of different musical genres: House music / Reggae / Rock and Roll</p> <p>Create and practise a piece of music using features of different genres (using Yr 3 key skills and knowledge).</p> <p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p>
<p>Year 4</p>	<p>Sing and play confidently, identifying and maintaining a steady pulse.</p> <p>Maintain an independent part in a small group when playing or singing (eg. a drone, ostinato, rhythm)</p> <p>Compose, perform and lead simple pieces in 4/4 time using ostinatos and drones</p> <p>Follow basic symbols (standard and graphical notation)</p> <p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Sing fluently in unison or parts and pitch match accurately</p> <p>Maintain own part when singing in multiple parts, accurately following performance directions.</p> <p>Use graphic notation to create a melody</p> <p>Sing with an awareness of breathing and pronunciation.</p> <p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse</p> <p>Create and perform different rhythms and play them confidently within a set structure.</p> <p>Confidently maintain an independent part while playing an instrument in a small group</p> <p>Use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.</p> <p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Create simple melodies containing rhythmic patterns and use accompaniments</p> <p>Aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.</p> <p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Use voice, sounds, technology and instruments in creative ways</p> <p>Recognise, respond and use multiple sections within song structure</p> <p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Identify and perform features of different musical genres: Minimalism / Musicals / Pop</p> <p>Create and practise a piece of music using features of different genres (using Yr 4 key skills and knowledge).</p> <p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p>

<p>Year 5</p>	<p>Sing / play confidently, identifying and maintaining a strong sense of pulse</p> <p>Maintain an independent part in a group with accuracy when playing</p> <p>Create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation</p> <p>Read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves</p> <p>Comment on own and other people's performances using Yr 5 vocabulary learnt</p>	<p>Maintain an independent part with increasing awareness of other parts</p> <p>Experiment and perform sounds made by voice.</p> <p>Follow and perform a vocal piece using a graphic / notated score.</p> <p>Comment on own and other people's performances using Yr 5 vocabulary learnt</p>	<p>Use a variety of timbres and techniques when creating and playing music</p> <p>Create and play contrasting rhythms within a range of time signatures</p> <p>Maintain a rhythmic part in a group performance with an awareness of structure.</p> <p>Use and respond to basic musical symbols including standard notation</p> <p>Comment on own and other people's performances using Yr 5 vocabulary learnt</p>	<p>Demonstrate increasing confidence and skill when taking different roles in rehearsal and performance</p> <p>Begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies.</p> <p>Begin to use a variety of musical devices and techniques when creating and making music</p> <p>Play from standard pitch notation in the treble clef.</p> <p>Comment on my own and other people's performances using Yr 5 vocabulary learnt</p>	<p>Consider some musical devices when creating and playing music using voice, sounds, technology and instruments</p> <p>Use and identify key features of musical structures</p> <p>Comment on my own and other people's performances using Yr 5 vocabulary learnt</p>	<p>Identify and perform features of different musical genres: Jazz / Expressionism / Film Music</p> <p>Create and practise a piece of music using features of different genres (using Yr 5 key skills and knowledge).</p> <p>Comment on own and other people's performances using Yr 5 vocabulary learnt</p>
<p>Year 6</p>	<p>Sing / play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time.</p> <p>Maintain an independent part in a group when singing or playing with an awareness of other parts / performers.</p> <p>Play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) timings</p> <p>Follow staff and other notations through singing and playing short passages of music</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Maintain an independent part with good awareness of other parts</p> <p>Experiment with, perform and refine sounds made by voice.</p> <p>Create and perform a vocal piece by following a graphic / notated score.</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Use a variety of musical devices, including contrasting timbres and textures when creating and playing music</p> <p>Confidently maintain a part in a group performance including a variety of rhythms</p> <p>Read, play and identify short passages of rhythms using standard notation.</p> <p>Interpret a graphic score and use it to perform.</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal.</p> <p>Create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies</p> <p>Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music.</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and discussion.</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Use a variety of musical devices when creating and playing music using voice, sounds, technology and instruments</p> <p>Create music with a secure understanding of structure and the key features</p> <p>Listen to and evaluate a variety of music from different genres, cultures and times.</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Identify and perform features of different musical genres: Hip Hop / Minimalism / Wartime (Swing)</p> <p>Create and practise a piece of music using features of different genres (using Yr 6 key skills and knowledge).</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt.</p>

Planning, marking and feedback

Planning is accessible on Leicestershire music, teachers are to access and adapt as necessary to teach and give an overview of each unit of work. Planning should be informed following the Leicestershire Music scheme.

All music lessons should be evidenced on Tapestry. Marking and feedback follow the whole school policy, with an emphasis on providing feedback verbally during Music lessons.

Tapestry

- Journal entry saved in Music folder Weekly
- Written comment explaining what activity has been taking place
- Relevant flag selected - Music

Enrichment:

At Knighton Mead, we aim to provide enrichment opportunities to enhance the experiences and learning of all pupils. In music, we aim to do this through:

- Participating in the TMET Christmas Concert.
- Providing opportunities to attend theatre shows.
- Providing children with the opportunity to be part of a school choir.
- Providing opportunity to sing together in Singing Assemblies using Sing up.
- Providing opportunities to perform at other school – Massed Singing.

Vocabulary:

<u>Key Word</u>	<u>Definition</u>
Accompaniments	The underlying sounds used to support a melody line.
Beat/Pulse	Beat and pulse are used synonymously to refer to the regular heartbeat of the music- the 'steady beat'
Canon	When two or more voice or instruments play the same music, starting at different times.
Chord	Two or more notes played at the same time.
Dynamics	The loudness of the music (Volume.)
Harmony	Any number of changing layers of sound, sung or played at the same time.
Melody	A tune.
Minor	One of the most common types of eight-note musical scale. Often described as having a 'sad' sound.
Pitch	The complete range of sounds in a piece of music from the lowest to the highest.
Rhythm	Patterns of long and short sounds played within a steady beat.
Structure	Most music is underpinned by a structure which may be as simple as beginning, middle and end.
Tempo	The speed of music, usually described in terms of fast/slow.
Texture	Layers of sound, such as those created by a melody accompanied by a drum beat.
Timbre	All instruments, including voices, have a particular sound quality which is referred to as timbre. For example, 'squeaky.'
Unison	When two or more voices/instruments sing/play the same melody.

Resources:

Practical resources are stored centrally in the Enrichment Room. Staff are responsible for informing the Music subject leader when extra resources are needed or if there are breakages. If any additional resources are required, staff should speak to the subject leader.

All Music resources are saved on the Staff Shared Server in the Music Subject Area folder.