



## 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
Nativity	Nativity	Djembe Drumming	Djembe Drumming	Djembe Drumming	Y6 end of year production
Exploring Sounds	Exploring Sounds	Composition	Composition	Composition	Composition
Beat	Beat	Exploring Sounds	Exploring Sounds	Structure	Performing
Pitch	Pitch	Performing	Beat/Pitch	Performing	Structure
Performances	Performances	Beat/Pitch	Notation	Beat/Pitch	Notation

## Skills Progression Document

 <b>Music Skills Progression</b>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Children should use their voice to sing, speak and chant.	Children should: -Use their voice to sing, speak and chant. -Make different sounds using their voice, -Repeat short, rhythmic and melodic patterns. -Make a sequence of sounds. -Follow instructions about when to sing.	Children should: -Sing and follow a melody. -Sing/clap, pulse increasing/decreasing in tempo. -Use vocal sounds to express feelings. -Sing with expression and pay attention to the pitch shape of the melody.	Children should: -Sing a tune with expression. -Develop singing and clapping to a pulse/beat. -Sing in a two-part harmony.	Children Should: -Perform a simple part rhythmically. -Sing songs from memory with accurate pitch -Use beat box techniques to imitate familiar sounds.	Children should: -Breathe in the correct place when singing. -Maintain their part whilst others are performing their own part. -Sing in unison and canon.	Children should: -Sing a harmony part confidently and accurately. -Perform parts from memory. -Take a lead in a performance.
Rhythm	Children should clap short rhythmic patterns.	Children should: -Clap/click short rhythmic patterns -Repeat short, rhythmic and melodic patterns -Play simple rhythmic patterns on an untuned instrument -Perform simple actions at the same tempo.	Children should: -Perform simple patterns and accompaniments keeping a steady pulse. - Play simple rhythmic patterns on a tuned instrument - Sing/clap, pulse increasing or decreasing in tempo? -Sing in two parts.	Children should: -Perform simple patterns and accompaniments keeping a steady pulse. -Develop rhythmic patterns on a tuned instrument -Sing/clap with the pulse increasing/decreasing in tempo. -Use their voice and actions to perform simple rhythms with a steady beat.	Children should: -Improvise using repeating patterns -Perform a simple part rhythmically -Copy and repeat rhythms and a short melody.	Children should improvise within a group using melodic and rhythmic phrases.	Children should improvise within a group using melodic and rhythmic phrases.
Playing Instruments (Untuned, tuned, technology)	Children should use instruments to make a sound.	Children should: -Use instruments to perform -Make different sounds with instruments -Follow instructions about when to play -Play high and low pitches in music.	Children should: -Play simple rhythmic patterns on an instrument -Perform rhythmic patterns using percussion.	Children should: -Play clear notes on an instrument -Create repeated patterns with different instruments -Use tuned and untuned instruments to create soothing repetitive music -Combine sounds to create different musical textures.	Children should: -Perform a simple part rhythmically -Classify instruments by the way sound are produced.	Children should: -Accompany a song with tuned or untuned instruments. -Create musical effects using contrasting pitch -Maintain their part whilst others are performing their own part. -Change sounds or organise them differently to change the effect.	Children should: -Perform parts from memory -Take the lead in a performance.
Composing	Children should be able to make their own music.	Children should: -Make a sequence of sound. Choose sounds to represent different things.	Children should: -Order sounds to create a beginning, middle and end -Create music in response to different starting points Choose sounds which create an effect -Use symbols to represent sounds.	Children should: -Compose melodies and songs -Create accompaniments for tunes -Combine different sounds to create a specific mood or feeling -Use simple notation to compose -Create a call and response.	Children should: -Use notations to record sequences of pitches. (Chords) -Use notations to record compositions in a small group or individually -Begin to compose an introduction for a song -Compose a rap.	Children should: -Compose music which meets specific criteria -Use their notations to record groups of pitches. (Chords) -Choose the most appropriate tempo for a piece of music.	Children should be able to use a variety of different musical devices on their composition. (Including melody, rhythms and chords)

<b>Listening, understanding and evaluating</b>	Children should be able to say whether they like or dislike a piece of music.	Children should: -Respond to different moods in music -Say whether they like or dislike a piece of music -Follow instructions about when to sing -Identify changes in pitch and respond to them with movement	Children should: -Make connections between notations and musical sounds -Improve their own work -Listen out for particular things when listening to music -Recognise and respond to a steady beat -Identify and respond to changes in pitch, upwards and downwards.	Children should: -Improve their work, explaining how it has improved -Use musical words (the elements of music) to describe a piece of music and compositions -Use musical words to describe what they like and dislike -Recognise the work of at least one famous composer/musician -Listen to and know what a chord is -Understand that music can be organised in layers.	Children should: -Use notations to interpret sequences of pitches -Explain the place of silences and say what effect it has -Start to identify the character of a piece of music -Describe and identify the different purposes of music -Recognise the work of several famous composers/musicians -Begin to understand ABA structure.	Children should: -Describe, compare and evaluate music using musical vocabulary -Explain why they think their music is successful or unsuccessful -Suggest improvements to their own or others work -Contrast the work of famous composers/musicians and show preferences.	Children should: -Evaluate how the venue, occasion and purpose affects the way a piece of music is created -Analyse features within different pieces of music -Compare and contrast the impact that different composers/musicians from different times will have had on the people of that time.
<b>Vocabulary</b>	Volume	Volume Pitch Tempo	Volume Pitch Pulse Tempo	Pitch Pulse Tempo Melody Dynamics Rhythm Chord	Pitch Pulse Tempo Melody Dynamics Rhythm Duration Chord Canon Minor	Pitch Pulse Tempo Melody Dynamics Duration Chord Rhythm Structure	Pitch Pulse Tempo Melody Dynamics Duration Chord Rhythm Structure Timbre Texture

### **Planning, marking and feedback**

Medium term plans are completed by class teachers following the school format and give an overview of each unit of work. Planning should be informed following the Charanga 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 lessons.

#### **Tapestry**

- Journal entry saved in Music folder
- Written comment explaining what activity has been taking place
- Relevant skills selected and given a star rating.

### **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 Orchestra Unwrapped programme.
- Providing free music lessons for children in Years 1 to 6 with a specialist drumming teacher.
- 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.

**Vocabulary:**

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