



Music- Curriculum Overview

Curriculum Intent

Our Music curriculum has been design with the ambition that every young person should be able to experience music and to make progress. It is founded on the belief that music enriches individual lives as well as a school's wider community.

Our curriculum allows pupils 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 inter-related dimensions of music.

In addition to the National Curriculum aims, our school sets out the following aims which will be achieved through the teaching of high-quality music sequences of learning:

- To enable every child to enjoy and understand music and to appreciate music critically.
- To develop every child's awareness of many different genre of music from cultures as wide as possible from around the world.
- To develop every child's capacity to express their ideas, experiences and feelings through music both individually and collectively.
- To encourage every child to be creative and free thinking.
- To build self-confidence and develop every child's communication skills.
- To promote higher order, deeper thinking through the joy of lifelong learning and the continued acquisition of music knowledge, skills and values.
- To enhance the quality of every child's life through hands-on musical experience in aural, performance and creative skills and study.

The Music curriculum reflects our school values in the following ways:

Ready:

We always try our best

We keep going when things get difficult

We set high expectations of ourselves

We are positive about new challenges

Respectful:

We look after our environment and our equipment

We respect difference and know that we are all equal

Responsible:

We look after ourselves and each other

MUSIC: AGE RELATED STATUTORY COVERAGE

EYFS

Key Stage 1

<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Reception Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>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 inter-related dimensions of music.</p>
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Pupil Progress and Development

	RECEPTION Term 1	RECEPTION Term 2	RECEPTION Term 3
	Tempo / Dynamics / Rhythm	Melody	Tembre / Texture
Listening	Pupils can recognise how tempo and dynamics are used to create different moods and effects	Pupils can sing by <i>Call and Response</i> methods and copy simple melodic lines. They can follow pitch and can indicate using hand gestures 'high' or 'low' notes	Pupils can differentiate between instruments of the four orchestral families. (although, not necessarily the individual instruments)
Performing	Pupils can perform very simple rhythmic patterns using <i>Call and Response</i> using clapping or non-pitched percussion	Pupils can perform simple melodic and rhythmic patterns in time. They can follow and sing a chorus unaided. They can clap and stamp rhythms	Students can copy and improvise repeated ostinato patterns and combine more than one layer of sound (singing in a round)
Composing	Pupils can use non-pitched percussion and clapping to create a rhythm	Pupils can attempt to draw symbols to represent musical sounds, they can evaluate their own work and indicate their awareness in simple pleasure / displeasure terms	Students use graphic scores and begin to use other pupils scores as examples. (and subsequently can perform each others scores). They can develop their own work being able to justify the choices that have been made

	Year 1 - Term 1	Year 1 – Term 2	Year 1 - Term 3
	Tempo / Dynamics / Rhythm	Melody	Tembre / Texture
Listening	Pupils can outline how the Elements of Music are combined and used expressively. They are beginning to use musical references. (terms)	Pupils can compare and describe different genre and highlight some simple characteristics of such genre	Pupils can analyse and describe musical features and evaluate the way the music is performed. (ensemble / band / group / soloist / orchestra etc)
Performing	Pupils can produce a small group or ensemble performance in unison using non-tuned or tuned percussion following direction or copying graphic score	Pupils can produce a small group or ensemble performance using non-tuned or tuned percussion and maintain their own part following direction or copying graphic score	Pupils can perform a simple solo with confidence using tuned and non-tuned percussion or voice
Composing	Pupils can compose as part of a group and develop their ideas within a defined musical structure	Pupils can compose, develop and evaluate their ideas within a fixed musical structure and recommend or suggest improvements / ideas to improve / change their work	Pupils can begin to use appropriate musical language and phrases to explain their compositions

	Year 2- Term 1	Year 2 - Term 2	Year 2 - Term 3
	Tempo / Dynamics / Rhythm	Melody	Tembre / Texture
Listening	Pupils can describe how the Elements of Music are combined and used expressively. They can indicate when changes occur in tempo, rhythm or dynamics of a piece of music	Pupils can analyse and describe changes in melody and simple tonality (major / minor) and suggest reasons for such changes and modulations	Pupils can analyse and describe musical features using simple musical vocabulary and describe the sounds created by different instruments. They can discern between and within groups of instruments. (drum / cymbal – violin / bass – trumpet / trombone – clarinet / flute)
Performing	Pupils can produce a group or ensemble performance in unison using non-tuned or tuned percussion following direction or copying graphic score and demonstrate awareness of the use of elements and make suggestions on how to improve their work	Pupils can produce a small group or ensemble performance using non-tuned or tuned percussion and maintain their own part following direction or copying graphic score. They can take part in a whole class performance and maintain their part confidently	Pupils can perform a simple solo with confidence using tuned and non-tuned percussion or voice. They can sing or play within a group musically and can demonstrate to others and assist others in performance
Composing	Pupils can compose as part of a group and develop their ideas within a defined musical structure. They can create and develop a melody and add simple accompaniment	Pupils can evaluate their ideas within a fixed musical structure and recommend or suggest improvements / ideas to improve / change their work. They can suggest improvements to other pupils compositions and demonstrate their reasoning musically	Pupils can continue to use appropriate musical language and phrases within the correct context. Pupils can develop their compositions and include other instruments using sounds around them and experiment with recorded sound sources

Vocabulary Progression

EYFS	Year 1	Year 2
Chant Fast Follow High Instrument Low Loud Quiet (use instead of 'soft') Repeat Rhythm Sing Slow Song Sounds	Year 1 – as EYFS plus: beat drum high (sound) listen loud low (sound) perform quiet shaker steady beat tambourine tempo tune	Year 2 – as Year 1 plus accompany body percussion chime bar chord claves compose duration percussion pitch