



MUSIC CURRICULUM

Music Overview

INTENT

Everybody has musical tastes, and sometimes these are very strongly held. The desire to beat a rhythm, whistle a motif or sing a tune seems to be ingrained in almost all of us. Music offers individuals the chance to come together to experience a unity that is hard to achieve in any other human pursuit. Music gives us a channel for expression, a method to explore and illustrate knowledge, a way to manage our wellbeing, or something audibly pleasing to improve our day.

'Music is a universal language that embodies one of the highest forms of creativity'

The National Curriculum

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.

We provide a music education, which enables children to develop a love of music whilst increasing self-confidence, creativity and a sense of achievement. Our aim is to engage and inspire pupils to develop a love of music and nurture their talent as musicians.

IMPLEMENTATION

Through the scheme Kapow, pupils have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They learn to sing and to use their voices, to create and compose music on their own and with others and have the opportunity to learn a musical instrument. Kapow is an integrated, practical, exploratory and child-led approach to musical learning. The scheme enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

As well as music lessons, children learn to play the recorders and ocarina in class, using the notes learned to write their own music. All pupils perform twice a year as a class and additionally as small groups or instrumentalists. We provide opportunities for extra-curricular music development, enabling all children to tap into their inner talent as well as host visiting artists and workshops.

EYFS

Expressive arts and design is one of the seven areas of the Early Years Foundation Stage. A great deal of research has been carried out with regards to musical activity and the brain, and it is now evident that music-making, singing and dancing aids the general development and well-being of our very young. Regular musical activity both child-led and adult-led helps support children's acquisition of language and communication. It can aid their personal and social development, their physical agility, well-being, imagination and creativity. Musical activities may also help towards an understanding of maths, allow children to make sense of the world and aid literacy skills.

Key Stage 1

Children learn 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

Key Stage 2

Children learn 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

Year 1

Listen and appraise	<p>Listen & describe: Listen to, and concentrate on, a range of musical styles.</p> <p>Identify themes: Make simple comments about the 'feel' of a piece of music.</p> <p>Appreciation: Express opinions about musical experiences.</p> <p>Compare: Make musical comparisons (between simple pieces with few instruments).</p> <p>Ask questions: Ask and answer</p>
Compose	<p>Create: Create rhythms, both solo and ensemble.</p> <p>Use technology: Record and play music.</p> <p>Critique: With some support, discuss the effect.</p>
Perform	<p>Sing: Clap, sing or chant in time with existing music.</p> <p>Aural memory: Reproduce simple rhythms.</p> <p>Play – untuned: Clap or play an untuned instrument in time; reproduce rhythms from memory.</p> <p>Play – tuned: Make some notes with control.</p>

Year 2

Listen and appraise	<p>Listen & describe: Start to compare styles, instrumentation and volume.</p> <p>Identify themes: Make comments about the 'feel' of a piece of music.</p> <p>Appreciation: Clearly verbalise their musical (dis)likes for pieces as a whole; accept that other people may have different views.</p> <p>Compare: Make musical comparisons between more complex pieces.</p> <p>Ask questions: Show curiosity by voluntarily asking questions about what they have heard.</p>
Compose	<p>Create: Create, blend or use existing sounds or a tuned instrument to create melody and harmony.</p> <p>Use technology: With help, do a simple search (eg on KidsTube) or for musical information.</p> <p>Critique: Discuss the effect of their composition.</p>
Perform	<p>Sing Sing in a group, mostly in time.</p> <p>Aural memory: Reproduce simple motifs and melodies (singing).</p> <p>Play – untuned: Perform in an ensemble, mostly in time.</p> <p>Play – tuned: Play in key with others.</p>

Year 3

Listen and appraise	<p>Listen & describe: Listen for and describe specific instrumentation of a piece.</p> <p>Identify themes: Start to identify musical themes, and how they might be represented by the 'feel' of the piece.</p> <p>Appreciation: Start to describe the musical aspects (eg instrument or genre) that they like or dislike.</p> <p>Compare: Start to link music to its historical and geographical context.</p> <p>Ask questions: Start to frame questions and answers in musically valid ways.</p>
Compose	<p>Create: Improvise music around a given genre or theme.</p> <p>Use technology: Use simple software to experiment with editing sounds (eg automated software).</p> <p>Critique: Politely discuss the effect of their peers' compositions.</p>
Perform	<p>Sing: Sing as a solo or in a group, in tune where possible*</p> <p>Aural memory: Reproduce simple motifs on tuned instruments, and longer phrases in singing.</p> <p>Play – untuned: Play with increasing control in an ensemble, eg in time and with some dynamic range.</p> <p>Play – tuned: Perform solo and in an ensemble, perhaps with some errors of time or pitch.</p>

Year 4

Listen and appraise	<p>Listen & describe: Listen for and describe instrumentation with an understanding of effect.</p> <p>Identify themes: Identify themes within and between pieces of music; start to describe musical structure.</p> <p>Appreciation: Describe what it is that they (dis)like, and verbalise the opinions of others.</p> <p>Compare: Link musical themes and conventions to their historical and geographical context, and also its cultural source, and suggest reasons for that.</p> <p>Ask questions: Ask and answer musically valid questions.</p>
Compose	<p>Create: Improvise music around a chosen genre or theme, and for an audience.</p> <p>Use technology: With help, use audio editing software to mix tracks and create a composition.</p> <p>Critique: Start to suggest changes and improvements to their peers' compositions.</p>
Perform	<p>Sing: Sing with increasingly accurate tuning where possible*</p> <p>Aural memory: Start to reproduce phrases and melodies by ear (on tuned instruments).</p> <p>Play – untuned: Play with dynamic control and show some musical sensitivity, both solo and in an ensemble.</p> <p>Play – tuned: Perform solo</p>

Year 5

Listen and appraise	<p>Listen & describe: Recall the use of sounds from a range of pieces and compare their effect in those pieces.</p> <p>Identify themes: Make inferences from pieces of music.</p> <p>Appreciation: Start to respond sensitively to other people's musical tastes.</p> <p>Compare: Start to suggest reasons for different musical styles in different times, places and cultures.</p> <p>Ask questions: Ask and answer musically valid questions.</p>
Compose	<p>Create: Compose and prepare a group to perform to a given audience.</p> <p>Use technology: Start using audio editing software independently, perhaps to complement video.</p> <p>Critique: Make suggestions for improvements to their peers' compositions.</p>
Perform	<p>Sing: Sing with increasingly accurate tuning where possible*</p> <p>Aural memory: Reproduce phrases and melodies by ear, with increasing accuracy and confidence.</p> <p>Play – untuned: Play with dynamic control and show some musical sensitivity, both solo and in an ensemble.</p> <p>Play – tuned: Perform solo and in an ensemble, demonstrating better grasp of dynamics and some sensitivity to bandmates and to the 'feel' of the music.</p>

Year 6

Listen and appraise	<p>Listen & describe: Accurately describe timbre, pitch, melody, major and minor key, instrumentation and tempo, and the effect of each of these.</p> <p>Identify themes: Make inferences from pieces of music and justify their views.</p> <p>Appreciation: Explain how their own behaviour might affect the enjoyment of others.</p> <p>Compare: Analyse their and others' responses to music, extrapolating from them and justifying their ideas with evidence.</p> <p>Ask questions: Regularly ask and answer perceptive questions in musically valid ways.</p>
Compose	<p>Create: Compose, using standard music notation, to prepare a solo or ensemble performance.</p> <p>Use technology: Using software to edit music and other audio with increasing sophistication.</p> <p>Critique: Constructively critique their peers' compositions, and help bring about the improvements.</p>
Perform	<p>Sing: Sing with increasingly accurate tuning where possible*</p> <p>Aural memory: Reproduce phrases and melodies by ear, with increasing accuracy and confidence.</p> <p>Play – untuned: Play with dynamic control and show some musical sensitivity, both solo and in an ensemble.</p> <p>Play – tuned: Perform solo and in an ensemble, demonstrating better grasp of dynamics and some sensitivity to bandmates and to the 'feel' of the music.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Set up continuous provision in your classroom. See our Teacher guidance	Celebration music	Exploring sound	Music and movement	Musical stories	Big band
Year 1	Pulse and rhythm (Theme: All about me)	Classical music, dynamics and tempo (Theme: Animals)	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairy tales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds: (Theme: By the sea)
Year 2	African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Year 6	Advanced rhythms	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Songs of WW2	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' Song (6 lessons)