



Music Curriculum

Essential Knowledge

National Curriculum: Purpose of Study

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.

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

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 inter-related dimensions of music

Key stage 2

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

Listening and Appraising						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>FOCUS STYLES AND PERFORMERS: Action Songs, Nursery Rhymes and Funk.</p> <p>Listen and respond to different styles of music.</p> <p>Identify singer and song title.</p> <p>Identify the instruments heard.</p> <p>Describe feelings created by a piece of music.</p> <p>Describe visualisations caused by a piece of music.</p> <p>Recognise and identify changes in sounds and melodies.</p>	<p>FOCUS STYLES AND PERFORMERS: Old School Hip Hop, Reggae, Hip Hop, Blues, Latin, Folk, Funk, Baroque, Bhangra, Latin Bossa Nova, Big Band, Jazz, Mash Up and Latin Fusion</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Begin to recognise different styles of music and style indicators.</p> <p>Learn to recognise basic instruments.</p> <p>Participate in discussions using musical language.</p> <p>Offer constructive criticism of other performances.</p> <p>Evaluate own work and identify ways of improving.</p>	<p>FOCUS STYLES AND PERFORMERS: South African music, Christmas music, Big Band, Motown, Elvis Presley, Freedom songs, Rock, Reggae and Western Classical music.</p> <p>Listen to a variety of music from different styles, traditions and times.</p> <p>Identify different style indicators and different instruments.</p> <p>Discuss simple dimensions of music (pitch, tempo, dynamics, rhythm, pulse, etc).</p> <p>Use the correct musical language to describe music.</p> <p>Talk about the impact of changes made to improve work</p>	<p>FOCUS STYLES AND PERFORMERS: RnB, musicals, Motown, Soul, Reggae, Music from Around the World, Disco, Western Classical music.</p> <p>Appreciate music from different styles and times, including the works of the great composers.</p> <p>Understand the context of music within history.</p> <p>Use more accurate musical language.</p> <p>When listening identify the vocal line, the accompaniment, the hook and the solo.</p> <p>Identify and understand melisma – a flowery vocal, whereby a group of notes is sung over one syllable of text.</p>	<p>FOCUS STYLES AND PERFORMERS: Abba, Grime, Classical, Bhnagra, Tango, Latin Fusion, Gospel and Western Classical.</p> <p>Recognise and use musical language such as crescendo, diminuendo.</p> <p>Use accurate musical language.</p> <p>Show respect for the ideas and critiques of others.</p> <p>Talk about how music makes you feel in greater depth.</p>	<p>FOCUS STYLES AND PERFORMERS: Rock, Jazz, Pop Ballads, Hip Hop, Motown and Western Classical.</p> <p>Use correct musical language consistently.</p> <p>Deepen understanding of musical styles, understanding musical structure and style indicators.</p>	<p>FOCUS STYLES AND PERFORMERS: Jazz, Latin, Blues, Western Classical, Gospel, Pop, Motown and Carole King.</p> <p>Hold confident discussion using accurate musical language.</p>
Musical Elements						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Linked document: Science– Intent, Implementation and Impact

<p>Move in response to music. Identify high and low sounds (pitch) in the environment and in a piece of music. Identify long and short sounds in the environment and in a piece of music. Identify loud and soft sounds in the environment and in a piece of music. Identify fast and slow sounds in the environment and in a piece of music. Listen to and repeat simple patterns and rhythms of sounds. Find the pulse in a piece of music. Use everyday language to describe sounds.</p>	<p>Recognise and reproduce high and low sounds. Recognise and reproduce long and short sounds. Recognise and reproduce loud and soft sounds. Recognise and reproduce fast and slow sounds. Maintain a steady beat. Begin to internalise the pulse. Explore similarities and differences between contrasting musical elements. Understand how pulse, rhythm and pitch work together in a piece of music. Use simple musical vocabulary to describe sounds. Develop an awareness of songs with repeated phrases and rounds</p>	<p>Compare and contrast sounds according to pitch. Compare and contrast sounds according to duration. Compare and contrast sounds according to dynamics. Compare and contrast sounds according to tempo. Explore the effect of silence. Use a cyclical pattern (fixed number of beats repeated continuously). Use simple musical vocabulary to describe both sounds and the way they are produced.</p>	<p>Listen to, discuss and analyse simple songs with verse and chorus. Understand how the dimensions of music fit with each other. Identify when tempo and dynamics vary. Discuss the texture of a piece of music – how many layers of sound or voices can be heard. Begin to use notation associated with duration, e.g. crochet - one beat, minim - two beats.</p>	<p>Explore and use simple eight note scales, e.g. C to C or five note pentatonic scales Create and use three note chords, e.g. CEG (root, third, fifth) Use notation associated with duration, e.g. crochet – one beat, minim – two beats, Identify and create more complex patterns, maintaining own part. Understand that pulse is the foundation upon which other dimensions are built.</p>	<p>Recognise a range of dynamic features and how they work together to create music. Recognise that dynamic features are sprinkled through songs and pieces of music. Use knowledge of notation to depict rhythmic phrases and patterns. Recognise the difference between unison and harmony.</p>	<p>Create and perform musical pieces in more than one key. Create increasingly complex accompaniment using a range of repeating chords. Use knowledge of notation to depict, discuss and adapt rhythmic phrases and patterns. Use dynamic markings to create an expressive performance. Invent an increasing range of complex cyclical pattern using beats and patterns of different lengths. Use two or more melodies to create a complex structure. Identify the characteristics of a concerto, overture etc.</p>
Composition						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create and choose sounds on response	Choose and order sounds within simple structures, e.g.	Create own responses, melodies	Compare, improve and perform simple melodies and songs.	Compose music independently and with others.	Create own responses, melodies and rhythms using	Improve and compose using elements of a range

<p>to simple starting points. Recognise and explore how sounds can be made and changed. Represent sounds with symbols using pictures. Use tuned and un-tuned instruments to accompany a song. Improvise and compose using tuned and un-tuned instruments.</p>	<p>beginning, middle, end. Create own responses, melodies and rhythms using up to two notes. Create own lyrics. Recognise how musical elements can be used to create different effects. Represent changing sounds with symbols, e.g. high/low, fast/slow Begin to work as an ensemble.</p>	<p>and rhythms using up to three notes. Improvise repeated patterns and create layers of sound. Recognise how musical elements are combined and used expressively. Represent sounds and musical direction with symbols to create a simple score (colours, shapes, pictures).</p>	<p>Experiment with and combine sounds using the interrelated dimensions of music. Improvise melodic and rhythmic phrases as part of a group performance. Combine musical elements to create a score for a composition. Begin to use musical notation and devices, e.g. melody, and rhythms to create a score.</p>	<p>Use musical ideas and structures to compose a score. Use musical notation and devices, e.g. melody, and rhythms, chords and structure, to create a score. Compare, improve and perform an increasing range of melodies and songs with more than one part.</p>	<p>three notes and beyond. Improve and compose using elements of a range of different genres and styles. Use harmonic and non-harmonic devices to develop musical ideas and effects. Use notation and appropriate musical devices, e.g. melody and rhythms, chords and structure, to create a score with more than one part. Compare, improve and perform a range of melodies and songs combining different parts. Understand the difference between improvisation and composition (written down).</p>	<p>of different genres and styles. Compose using five notes and beyond. Continue to build upon the foundations of more formal notation by using appropriate notation to effectively plan, revise and refine a musical score. Create rhythm patterns that lead to melodies. Compare, improve and perform a range of melodies and songs from different cultures, for different audiences.</p>
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Musical Performance

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Share and perform the learning that has taken place. Adopt the correct posture for singing.</p>	<p>Share and perform the learning that has taken place. Sing simple songs from memory and</p>	<p>Share and perform the learning that has taken place. Sing with increasing expression and confidence.</p>	<p>Share and perform the learning that has taken place. Use vocal warm-ups in preparation to sing.</p>	<p>Share and perform the learning that has taken place. Sing with awareness of dynamics,</p>	<p>Share and perform the learning that has taken place. Make use of a range of expressive</p>	<p>Share and perform the learning that has taken place. Select and make expressive use of tempo, dynamics,</p>

<p>Join in with familiar rhymes, action songs and chants.</p> <p>Learn a song to perform.</p> <p>Perform using tuned and un-tuned instruments.</p> <p>Repeat and copy short rhythmic and melodic patterns.</p>	<p>with accuracy of pitch.</p> <p>Sing with good diction.</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Play an instrument within a group.</p> <p>Start and stop singing and playing as appropriate.</p> <p>Perform to others with an awareness of audience.</p>	<p>Sing in tune with a good sense of pulse and rhythm.</p> <p>Explore ways in which sounds can be combined and used expressively.</p> <p>Perform with control of pulse and awareness of what others are playing.</p> <p>Develop in others thoughts and feelings through musical demonstration.</p>	<p>Identify and explore a range of musical genres.</p> <p>Maintain a simple part within an ensemble or choral group.</p> <p>Use voices expressively by singing songs and speaking chants.</p> <p>Sing with awareness of breathing, diction and voice projection</p>	<p>phrasing and pitch control.</p> <p>Match performance of a song to how the music sounds.</p> <p>Sing as a soloist.</p> <p>Compare, contrast and combine a range of musical genre.</p> <p>Maintain an increasingly complex part within an ensemble or choral group.</p> <p>Follow a conductor with confidence</p>	<p>elements in own performance.</p> <p>Explain the processes of a range of musical genre and styles.</p> <p>Maintain a complex part in an ensemble or choral group with increasing accuracy, fluency, control and expression.</p> <p>Sing with an awareness of vocal health.</p>	<p>phrasing and timbre etc.</p> <p>Explain the processes and contexts of a range of musical genre and styles.</p> <p>Play with confidence in a large ensemble or choral group with multiple parts.</p> <p>Record musical performances and develop through watching it back</p>
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