

# Music Curriculum

## Overview



WORKING TOGETHER TO MAKE A POSITIVE DIFFERENCE FOR EVERY CHILD

# The Curriculum – our approach

## Introduction

Our curriculum raises the ambition of our pupils. It ensures that all pupils have the chance for success, regardless of their starting points. We strive to provide meaningful experiences, allowing children to appreciate the wider world and recognise the opportunities that exist outside of our community. We have a clear focus on progression by carefully sequencing knowledge, providing clarity about what 'getting better' at a subject means and making explicit connections and links between the different subjects and experiences. **Key concepts, knowledge and skills** have been identified and organised into subject specific progressive objectives. These are sequenced to ensure they build and develop as pupils' move through the school; ensuring learning becomes embedded. These progressive objectives are used to inform planning and sequences of lessons across all subjects. Clear end points are identified in all subjects and teaching and learning builds towards achieving these. The whole curriculum is underpinned by 5 Pastoral Drivers (see below). These drivers ensure we meet the holistic needs of our pupils and allow them to **REACH** their full potential.



## **Subject Specific Sequencing:**

Each subject discipline has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6.

## **Key Concepts:**

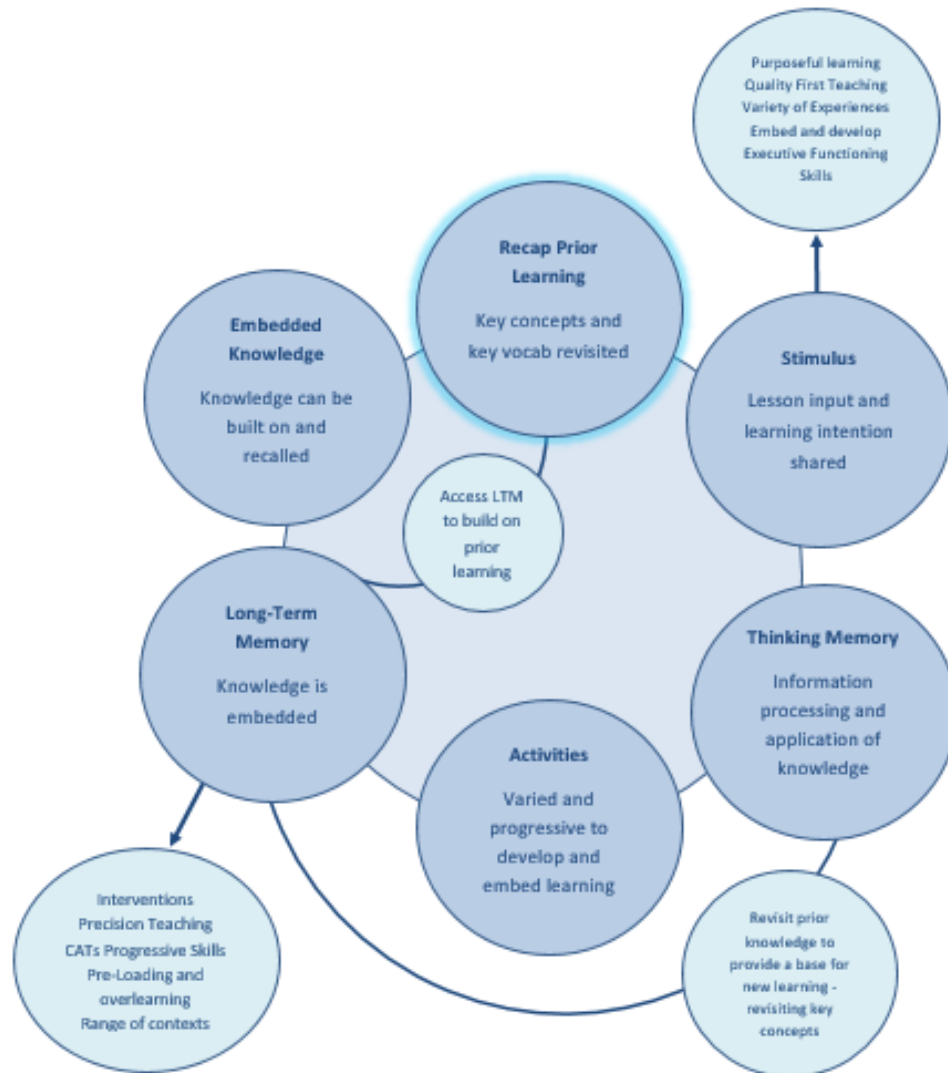
For each subject, a set of key concepts have been identified. These are the subject specific 'big ideas' that children will learn about, return to and revisit and they progress through the school. They will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn. The subject overviews provide specific, progressive objectives that allow teachers to be precise in planning. Retrieval practice forms part of regular teaching to allow pupils to secure long-term knowledge.

## **Second Order Concepts:**

These relate to the transferable knowledge that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of 'significance'; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from history etc.... These are summarised on pages 8 to 10 of our whole school curriculum overview to outline how these apply across a range of subjects. They aim to develop **flexible knowledge and skills** that children can apply to multiple curriculum areas.

## Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



	Long Term Overview		
	Autumn	Spring	Summer
<b>EYFS</b>			
<b>Y1</b>	UNIT 2 How Does Music Tell Us Stories About The Past?	UNIT 5 What Songs Can We Sing To Help Us Through The Day?	UNIT 6 How Does Music Teach Us About Looking After Our Planet?
<b>Y2</b>	UNIT 3 How Does Music Make The World A Better Place?	UNIT 4 How Does Music Teach Us About Our Neighbourhood?	UNIT 6 How Does Music Teach Us About Looking After Our Planet?
<b>Y3</b>	UNIT 2 What Stories Does Music Tell Us About The Past?	UNIT 5 How Does Music Make A Difference To Us Every day?	UNIT 6 How Does Music Connect Us With Our Planet?
<b>Y4</b>	Wider Opportunities	Wider Opportunities	Wider Opportunities
<b>Y5</b>	UNIT 2 How Does Music Connect Us To The Past?	UNIT 4 How Does Music Teach Us About Our Community?	UNIT 5 How Does Music Shape Our Way Of Life?
<b>Y6</b>	UNIT 1 How Does Music Bring Us Together?	UNIT 3 How Does Music Make The World A Better Place?	UNIT 6 How Does Music Connect Us With The Environment?

## Key concepts (Big Ideas) in MUSIC

The music curriculum is taught progressively through three interrelated pillars:

- **Technical**
  - Competence in controlling sound (instrumental, vocal or with music technology)
  - Use of a communication system, such as staff notation or guitar tab
- **Constructive**
  - Knowledge of the musical elements in **performing, composition and listening**
  - Knowledge of the components of composition
- **Expressive**
  - Musical quality in a performance
  - Musical creativity
  - Knowledge of musical meaning and culture across the world and through time

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

### Singing



Pupils develop an understanding of pitch, melody, rhythm and control, individually and as part of a group

### Listening



Pupils will explore feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features with increasing skill and confidence

### Composing



Pupils will have a range of opportunities to improvise, compose and notate: representing sounds through symbols including standard and non-standard notation. They will apply their knowledge of musical elements and the components of composition to express their ideas.

### Performing





Pupils will have a range of opportunities to sing and play instruments, individually and in groups. They will learn the skills and importance of practising, rehearsing, presenting, recording and evaluating their performances.

### Musicianship




Pupils will learn to understand and use the elements of music such as pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form


Knowledge and skills sequencing			MUSIC				
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Singing</b> 	<p>Learn and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person.</p> <p>Sing the melody of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Sing in a group or on their own matching the pitch and following the melody.</p> <p>Begins to build a collection of songs.</p>	<p>Sing simple songs, chants and rhymes from memory</p> <p>Sing collectively and at the same pitch, responding to simple visual directions and counting in</p> <p>Sing simple songs with a small range (mi-so) and some pentatonic songs</p> <p>Sing a wide range of call and response songs, controlling vocal pitch and matching the pitch heard with accuracy</p>	<p>Sing songs regular with a pitch range of 'do-so' with increasing vocal control</p> <p>Sing songs with a small pitch range, pitched accurately</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to directions/symbols</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of 'do-so', tunefully and with expression</p> <p>Perform forte and piano (loud and soft)</p> <p>Perform actions confidently and in time to a range of action songs</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p>Perform in a choir</p>	<p>Sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder and quieter</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</p> <p>Perform a range of songs to an audience (eg: production, church service, assembly)</p>	<p>Sing a broad range of songs from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance</p> <p>Sing three part rounds, partner songs and songs with a verse and chorus</p> <p>Perform a range of songs to an audience (eg: production, church service, assembly)</p>	<p>Sing a broad range of songs, including those with syncopated rhythms, from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance</p> <p>Sing three and four part rounds or partner songs, developing balance between parts and vocal independence</p> <p>Perform a range of songs to an audience (eg: production, church service, assembly)</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Listening</b>  	<p>Explore and learn how sounds can be changed.</p> <p>Listen attentively and talk about music, expressing some feelings and responses.</p> <p>Talk about changes and patterns in a piece of music.</p> <p>Explore moving in a range of ways and create own movement patterns.</p> <p>Watch and talk about a performance and express their feelings.</p>	<p>Move and dance with the music</p> <p>Find the steady beat Talk about feelings created by the music/song</p> <p>Recognise some band and orchestral instruments Describe tempo as fast or slow</p> <p>Describe dynamics as loud and quiet Join in sections of the song eg. chorus</p> <p>Begin to understand where the music fits in the world</p> <p>Begin to understand about different styles of music</p>	<p>Move and dance with the music confidently</p> <p>Talk about how the song makes you feel Find different steady beats</p> <p>Describe tempo as fast or slow Describe dynamics as loud and quiet Join in sections of the song eg. call and response</p> <p>Start to talk about the style of a song</p> <p>Recognise some band and orchestral instruments</p> <p>Start to talk about where music might fit into the world</p>	<p>Share your thoughts and feelings about the music together</p> <p>Find the beat or groove of the music Invent different actions to move in time with the music</p> <p>Talk about what the song means Identify some instruments you can hear playing</p> <p>Identify if it's a male or female voice</p> <p>Talk about the style of the songs</p>	<p>Talk about the words of a song</p> <p>Find and demonstrate the steady beat</p> <p>Identify 2/4, 3/4, and 4/4 metre Identify the tempo as fast, slow, or steady</p> <p>Recognise the style of music you are listening to</p> <p>Discuss the structures of songs Identify: - Call and response - A solo vocal or instrumental line - A change in texture - Articulation on certain words</p> <p>Explain what a main theme is and identify when it is repeated</p> <p>Identify major and minor tonality Recognise the sound and notes of the pentatonic scale</p> <p>Describe legato and staccato</p>	<p>Talk about feelings created by the song</p> <p>Find and demonstrate the steady beat Identify 2/4, 3/4, 4/4, 6/8 metre</p> <p>Identify the musical style of a song</p> <p>Identify instruments by ear and through a range of media</p> <p>Discuss the structure of the music with reference to features such as: verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB</p> <p>Recall by ear memorable phrases heard in the music</p> <p>Identify major and minor tonality</p> <p>Recognise the sound and notes of the pentatonic and</p>	<p>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts</p> <p>Identify different time signatures with greater confidence eg: 2/4, 4/4, 3/4, 6/8</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its musical concepts</p> <p>Identify the wider range of instruments by ear and through a range of media eg: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles</p> <p>Discuss the structure of a song with reference to verse, chorus, bridge and an instrumental break</p>




					<p>Recognise the different musical styles and any important musical features that distinguish the style eg: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae</p>	<p>blues scales by ear and from notation</p> <p>Explain the role of a main theme in musical structure</p>	<p>Recall by ear memorable phrases heard in the music</p> <p>Identify major and minor tonality, triads I, IV and V, and intervals within a major scale</p> <p>Explain the role of a main theme in musical structure</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups</p>
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Composing</b>  	<p>Explore making sounds with a variety of resources.</p> <p>Tap out a steady beat and rhythm.</p> <p>Move in time to music and respond to changes.</p> <p>Create own music and sounds with instruments and sound makers.</p> <p>Make music in a range of ways.</p>	<p>Improvise simple vocal chants, using question and answer phrases</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, choosing and playing classroom instruments</p> <p>Understand the difference between a rhythm pattern and pitch pattern Invent, retain and recall rhythm and pitch patterns and perform these for others</p> <p>Use music technology to capture, change and combine sounds</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent own symbols.</p>	<p>Create music in response to a non-musical stimulus (eg: storm, car race, rocket launch)</p> <p>Improvise simple question and answer phases to be sung or played in pairs, to create a musical conversation</p> <p>Use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces</p> <p>Use music technology to capture, change and combine sounds</p>	<p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments, inventing short responses using a limited note range</p> <p>Structure musical ideas (eg: echo or question &amp; answer phrases) to create music with a beginning, middle and end</p> <p>Compose in response to different stimuli eg: stories, verse, images and musical sources</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases.</p> <p>Arrange notation cards of known note values to create sequences of 2, 3 or 4 beat phases arranged into bars</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood eg: to accompany a film clip</p> <p>Use major and minor chords</p> <p>Include instruments from whole class teaching (widening opportunities) to expand scope and range of sounds available for composition</p> <p>Capture and record creative ideas using graphic symbols, rhythm or staff notation or technology</p>	<p>Improvise freely over a drone, developing a sense of shape and character</p> <p>Improvise over a simple groove, responding to the beat and creating a melodic shape</p> <p>Experiment with a wider range of dynamics through improvisation and composition work</p> <p>Compose melodies made from phrases in either C major or A minor (or a suitable key).</p> <p>Enhance melodies with rhythmic or chordal accompaniment</p> <p>Compose a short piece in ternary form (ABA)</p> <p>Capture and record creative ideas using graphic symbols, rhythm or staff notation, time signatures or technology</p>	<p>Improvisation in small groups to:</p> <ul style="list-style-type: none"> <li>- Create music with multiple sections that include contrast and repetition</li> <li>- Use chord changes in improvised sequences</li> <li>- Extend improvised melodies beyond 8 beats over a groove</li> </ul> <p>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale</p> <p>Play on tuned percussion or melodic instruments and notate melody</p> <p>Compose melodies in either G major or E minor (or a suitable key).</p> <p>Enhance melodies with rhythmic or chordal accompaniment</p> <p>Compose a piece in ternary form, use music software/apps to create and record it, discussing how musical contrasts are achieved</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Performing</b>  	<p>Explore and engage in music making and dance.</p> <p>Sing songs solo or as a part of a group.</p> <p>Create own dances and movement to music.</p> <p>Perform songs/dances to an audience.</p>	<p>Enjoy and have fun performing</p> <p>Choose a song/songs to perform to a well-known audience</p> <p>Prepare a song to perform</p> <p>Communicate the meaning of the song</p> <p>Add actions to the song</p> <p>Play some simple instrumental parts</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</p> <p>Talk about what the song means and why it was chosen to share</p> <p>Talk about the difference between rehearsing a song and performing it</p>	<p>Develop skills in playing tuned percussion or a melodic instrument</p> <p>Play and perform melodies following staff notation using a small range</p> <p>Use listening skills to correctly order phrases using dot notation</p> <p>Individually copy simple step melodic phrases with accuracy</p> <p>Recognise clef, stave, lines and spaces</p> <p>Understand the difference between crotchets and paired quavers</p>	<p>Develop skills and proficiency in the basic skills of a selected musical instrument over a sustained learning period (widening opportunities through music hub)</p> <p>Play and perform melodies following staff notation using small range as a class or in groups</p> <p>Perform in two or more parts (eg: melody and accompaniment or duet) from simple notation using instruments played in whole class teaching</p> <p>Copy short melodic phrases including those using the pentatonic scale</p> <p>Understand the differences between minims, crotchets, paired quavers and rests</p> <p>Follow and perform simple rhythmic scores to a steady beat, maintaining</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards following staff notation on one stave</p> <p>Understand how triads are formed and play on tuned percussion, melodic instruments or keyboards.</p> <p>Add chordal accompaniments to known songs</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form ensembles</p> <p>Develop skills in playing by ear on tuned instruments, copying phrases and melodies</p> <p>Understand the difference between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers</p>	<p>Play a melody following staff notation written on one stave and using notes within an octave range</p> <p>Make decisions about dynamic range when performing</p> <p>Accompany a melody using block chords or a bass line</p> <p>Engage with others through ensemble playing taking on melody or accompaniment roles</p> <p>Understand the difference between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests</p> <p>Further develop the skills to read and perform pitch notation</p> <p>Read and play from rhythm notation in up to four parts</p>

					individual parts accurately	Understand the difference between 2/4, 3/4, and 4/4 time signatures  Read and play short rhythmic phrases using conventional symbols for known rhythms and note durations	Read and play a four-bar phrase from notation, identifying note names and durations
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Musicianship</b> 		<p>Use body percussion, instruments and voices</p> <p>Use the key centres of: C major, G major, A minor</p> <p>Find and keep a steady beat</p> <p>Copy back simple rhythmic patterns using long and short</p> <p>Copy back simple melodic patterns using high and low</p>		<p>Using body percussion, instruments and voices</p> <p>Use the key centres of: C major, F major, G major, A minor</p> <p>Use the time signatures of: 2/4, 3/4, 4/4</p> <p>Find and keep a steady beat</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests</p> <p>Copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC</p>	<p>Use body percussion, instruments and voices</p> <p>Use the key centres of: C major, F major, G major, A minor</p> <p>Use the time signatures of: 2/4, 3/4, 4/4</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, quavers and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes CDE, CDEGA,</p>	<p>Use the key centres of: C major, D major, F major, A minor</p> <p>Use the time signatures of: 2/4, 3/4, 4/4, 6/8</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#,</p>	<p>Use the key centres of: C major, F major, G major, D major, A minor, D minor</p> <p>Use the time signatures of: 2/4, 3/4, 4/4, and 6/8</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGABbCDE,</p>

				GAB, GABDE, FGA, ABC	ABCDEFGF#, FGABbCDE	GABCDEF#, DEF#GABC#, ABCDEFGF
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