



Music



INTENT

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



Our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a variety of historical periods, traditions and musical genres.

IMPLEMENTATION

Our music curriculum ensures children have the opportunity to sing, listen, compose, play and perform in a variety of styles and across a range of historical periods. This is embedded in music lessons in the classroom, singing assemblies, concerts and performances and the learning of instruments. Whole class music lessons are taught and teachers follow our bespoke music scheme, devised by our in-school music specialist. From year 2, every child will have the opportunity to learn an instrument: year 2 – glockenspiel, year 3 and 4 – recorders, year 5 and 6 – ukulele.


Our school orchestra 'Razzmatazz' invites children of all abilities to join them in a weekly practice to celebrate the joy of playing an instrument.

IMPACT

Through our music curriculum, we aim for the children to develop the fundamental abilities of achievement, self-confidence, interaction with, awareness of others, self-reflection and a 'LOVE' of music.



Music Subject Overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	EYFS					
Nursery	<p>I can follow and remember the actions in songs and rhymes. I can make up my own dances. I can count and clap syllables in words. I can listen to the sounds I hear around me. I can sing a song. I can play a musical instrument to accompany a song. I can make different sounds with a musical instrument or my voice. I can make up my own songs.</p>					
Reception	<ul style="list-style-type: none"> * Chants and rhymes * Respond to signals (stop/start, counting in) * Walk to a steady beat * Use untuned percussion instruments to maintain a steady beat * Respond to different pulses through movement and dance * Perform copycat rhythms led by the teacher * Perform word chants * Listen to sounds in the environment, compare high and low sounds * Improvise simple vocal chants * Clap simple rhythms * Use musical effects to accompany a story * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Have opportunities to experience live music making in and out of school. * Listen to music from western classical tradition, and from film, popular music and world music. * Listen to a wide range of recorded performances. 					
	Musical Elements	Singing Skills	Body Percussion	Investigating Instruments	Song Drawing	World Music and Movement
Key Stage 1						
Year 1	Body Percussion	Singing Skills	Musical Elements	World Music	Investigating Instruments	Carnival of the Animals
	<ul style="list-style-type: none"> * Maintain a steady beat to different pulses. * Respond to different pulses through movement and dance. 	<ul style="list-style-type: none"> * Respond to signals (stop/start, counting in). * Chants and rhymes. * Loud and quiet. * Call and response songs. 	<ul style="list-style-type: none"> * Understand the difference between rhythm and pitch. * Invent rhythm and pitch patterns. * Loud and quiet. 	<ul style="list-style-type: none"> * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, 	<ul style="list-style-type: none"> * Use musical effects to accompany a story. * Use instruments to maintain a steady beat to different pulses. 	<ul style="list-style-type: none"> * Listen to music from western classical tradition, and from film, popular music and world music. * Develop knowledge and understanding of the stories, origins, traditions,

	<ul style="list-style-type: none"> * Perform copycat rhythms led by the teacher. * Perform short repeating patterns while keeping time to a beat. * Start to use graphic notation. 	<ul style="list-style-type: none"> * Consider pitch and the shape of the melody. 	<ul style="list-style-type: none"> * Perform copycat rhythms led by the teacher. * Listen to sounds in the environment, compare high and low sounds. * Create and perform whole class word chants. 	<ul style="list-style-type: none"> and from film, popular music and world music. * Listen to a wide range of recorded performances. * Respond to different pulses through movement and dance. 	<ul style="list-style-type: none"> * Understand the difference between rhythm and pitch. * Have opportunities to experience live music making. * Listen to a wide range of recorded performances. 	<ul style="list-style-type: none"> history and social context of a variety of music. * Invent rhythm and pitch patterns. * Start to use graphic notation. * Use music technology to capture sounds.
Year 2	Musical Elements	Singing Skills	Glockenspiel	BBC Ten Pieces: In the Hall of the Mountain King	Instrument Families	Composing: Storm

	<ul style="list-style-type: none"> * Understand dynamics and tempo, and that speed can change. * Mark the beat of a piece by clapping or tapping. * Begin to group beats in twos and threes. * Identify beat grouping in familiar music. * Perform copycat rhythms led by the teacher and other children, using untuned percussion. * Read and respond to word phrases using stick notation. * Create and perform their own rhythm patterns. 	<ul style="list-style-type: none"> * Perform chants and rhymes. * Perform unison songs. * Respond to signals (stop/start, counting in). * Sing do – mi tunes. * Listen to music from western classical tradition, and from film, popular music and world music. 	<ul style="list-style-type: none"> * Use dot notation. * Play do – mi tunes. * Perform copycat rhythms led by the teacher and other children. * Work with a partner to create call and response phrases. * Use more complex graphic and stick notation. 	<ul style="list-style-type: none"> * Create and perform their own rhythm patterns. * Mark the beat of a piece by clapping or tapping. * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. * Listen to a wide range of recorded performances. 	<ul style="list-style-type: none"> * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. * Listen to a wide range of recorded performances. 	<ul style="list-style-type: none"> * Create music in response to musical stimuli. * Use more complex graphic and stick notation. * Use music technology to capture sounds. * Listen to music from western classical tradition, and from film, popular music and world music.
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Key Stage 2

Year 3	Musical Elements	Recorder: Stage 1	Singing Skills	BBC Ten Pieces: Steve Reich	World Music	Composing: Horrible Histories
	<ul style="list-style-type: none"> * Use tuned percussion and perform melodies using a small range of C – E as a class or in small groups. * Use listening skills to order phrases using dot notation. 	<ul style="list-style-type: none"> * Perform melodies using a small range of C – E as a class or in small groups. * Introduce the stave, bars, bar lines and treble clef. 	<ul style="list-style-type: none"> * Sing a wider range of unison songs. * Perform actions to songs in time with the music. * Move to a steady beat. * Perform as a choir. 	<ul style="list-style-type: none"> * Perform actions to songs in time with the music. * Move to a steady beat. * Perform as a choir. * Develop knowledge and understanding of the stories, origins, traditions, 	<ul style="list-style-type: none"> * Sing a wider range of unison songs. * Become more skilled in improvising using voices, untuned and tuned percussion. 	<ul style="list-style-type: none"> * Compose song accompaniments on untuned percussion using known rhythms and note values. * Listen to a wide range of recorded performances.

	<ul style="list-style-type: none"> * Introduce crotchets, quavers and crotchet rests. * Combine known rhythmic notation with letter names to create rising and falling phrases using three notes (do, re, mi). 	<ul style="list-style-type: none"> * Introduce crotchets, quavers and crotchet rests. 	<ul style="list-style-type: none"> * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. 	<ul style="list-style-type: none"> history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. 	<ul style="list-style-type: none"> * Invent short 'on the spot' responses using a limited note range. * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. 	<ul style="list-style-type: none"> * Perform as a choir. * Sing a wider range of unison songs.
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Year 4	Composing: African Music	Musical Elements	Music Trailblazers	Recorder: Stage 2	Instrument Families	Samba Band
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Year 4	Composing: African Music	Musical Elements	Music Trailblazers	Recorder: Stage 2	Instrument Families	Samba Band
	<ul style="list-style-type: none"> * Use a pentatonic scale to compose short phrases. * Begin to consider the structure of different types of music. * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. 	<ul style="list-style-type: none"> * Introduce minims. * Introduce time signatures. * Follow and perform from a simple rhythm score. * Introduce major and minor chords. * Introduce simple vocal harmony. * Perform as a choir. 	<ul style="list-style-type: none"> * Perform melodies over drones. * Increase pitch accuracy. * Introduce rounds and duets. * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. 	<ul style="list-style-type: none"> * Develop facility in the use of selected instruments over time. * Read and perform pitched stave notation within a small range. * Perform melodies using a note range of C – G as a class or in small groups. * Copy short melodic phrases from ear using a limited range of notes. 	<ul style="list-style-type: none"> * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. * Listen to a wide range of recorded performances. * Have opportunities to experience live music making. 	<ul style="list-style-type: none"> * Improvise a melody using a fixed number of notes. * Begin to use simple rhythm notation to create short phrases. * Begin to consider the structure of different types of music. * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music.

Year 5	Elements and Instruments	Holst Planets Suite	World Music	Jazz	Ukulele: Stage 1	Composing: Musical Theatre
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Year 5	Elements and Instruments	Holst Planets Suite	World Music	Jazz	Ukulele: Stage 1	Composing: Musical Theatre
	<ul style="list-style-type: none"> * Listen to music from western classical tradition, and from film, popular music and world music. * Listen to a wide range of recorded performances. 	<ul style="list-style-type: none"> * Listen to music from western classical tradition, and from film, popular music and world music. * Develop knowledge and understanding of the stories, origins, traditions 	<ul style="list-style-type: none"> * Listen to music from western classical tradition, and from film, popular music and world music. * Develop knowledge and understanding of the stories, origins, traditions 	<ul style="list-style-type: none"> * Listen to music from western classical tradition, and from film, popular music and world music. * Develop knowledge and understanding of the stories, origins, traditions 	<ul style="list-style-type: none"> * Consider ensemble and balance. * Perform to an audience. * Introduce triads. 	<ul style="list-style-type: none"> * Listen to music from western classical tradition, and from film, popular music and world music. * Develop knowledge and understanding of the stories, origins, traditions

<ul style="list-style-type: none"> * Work in pairs to compose a piece in ternary form. * Introduce semibreves and semiquavers. * Read and play rhythms from flash cards. * Time signatures of 2/4, 3/4 and 4/4. * Perform melodies using the note range of C – C. 	<p>and social context of a variety of music.</p> <ul style="list-style-type: none"> * Listen to a wide range of recorded performances. * Use any of graphic notation, rhythm notation, staff notation and technology to capture/record. 	<p>and social context of a variety of music.</p> <ul style="list-style-type: none"> * Listen to a wide range of recorded performances. * Improvise over a drone using tuned percussion. * Sing rounds in three parts. 	<p>and social context of a variety of music.</p> <ul style="list-style-type: none"> * Listen to a wide range of recorded performances. * Improvise over a simple groove. * Consider dynamics when improvising. 	<p>and social context of a variety of music.</p> <ul style="list-style-type: none"> * Play by ear copying longer phrases on tuned instruments. * Develop the opportunities for mixed ensembles. * Time signatures of 2/4, 3/4 and 4/4. 	<p>and social context of a variety of music.</p> <ul style="list-style-type: none"> * Listen to a wide range of recorded performances. * Compose a simple melody in C major or A minor. * Sing songs in two parts. * Develop an understanding of verse and chorus.
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Year 6	Music Genres	Ukulele: Stage 2	Inspiration and Expression	1940s Music	Composing: Film	Singing Skills
	<ul style="list-style-type: none"> * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. * Listen to a wide range of recorded performances. * Have opportunities to experience live music making. 	<ul style="list-style-type: none"> * Accompany a melody using chords. * Continue to develop opportunities for ensemble music playing. * Read and play from stave notation. * Use equivalent rests. * Use dynamics. * Perform to an audience. 	<ul style="list-style-type: none"> * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Create music with multiple sections that includes repetition, contrast, dynamics and articulation. * Compose a melody in the key of G major or E minor using simple phrases. * Enhance melodies with chords. * Compose a song. 	<ul style="list-style-type: none"> * Listen to music from western classical tradition, and from film, popular music and world music. * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a wide variety of music. * Listen to a wide range of recorded performances. * Play a melody written on a stave. * Read and play from stave notation. 	<ul style="list-style-type: none"> * Listen to music from western classical tradition, and from film, popular music and world music. * Develop knowledge and understanding of the stories, origins, history and social context of a wide variety of music. * Use a short sequence from a film to create a soundtrack. * Enhance melodies with chords. * Create music with multiple sections that includes repetition, contrast, dynamics and articulation. 	<ul style="list-style-type: none"> * Use dynamics. * Sing rounds in four parts. * Sing songs in three parts, focus on balance between parts. * Sing a broader range of songs, including those with syncopation. * Encourage accurate pitch and appropriate style. * Sing solos and duets. * Perform to an audience.

