

Music

Music is taught progressively through the 3 interrelated pillars of: **technical, constructive, expressive**. To develop these key areas, the curriculum has been structured progressively through each of the following aspects:

				
Musicianship	Listening	Singing	Composing	Performing

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
<p>TECHNICAL PERFORMING EXPRESSIVE</p> <p>Singing</p> 	<p>Learn and sing entire songs, both new and familiar</p> <p>Sing the pitch of a tone sung by another person.</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>Sing simple songs, chants and rhymes from memory</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 increasingly accurate pitch, responding to simple visual directions and counting in</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 broad range of unison songs with the range of an octave, pitching the voice accurately and controlling dynamics</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>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 a broad range of songs, including those with syncopated rhythms or harmony</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
<p>CONSTRUCTIVE</p> <p>Listening</p> 	<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 confidently</p> <p>Talk about how the song makes you feel</p> <p>Find different steady beats</p> <p>Describe tempo as fast or slow</p> <p>Describe dynamics as loud and quiet</p> <p>Join in sections of the song eg. chorus / call and response</p> <p>Begin to understand about different styles of music</p> <p>Recognise some band and orchestral instruments</p> <p>Start to talk about where music might fit into the world</p>	<p>Respond when listening to music by sharing thoughts and feelings or creating actions / movements</p> <p>Identify some instruments you can hear playing</p> <p>Talk about the words and meaning of songs</p> <p>Identify steady beat and 2/4, 3/4, and 4/4 metre</p> <p>Identify the tempo as fast, slow, or steady</p> <p>Discuss the structures of songs Identify:</p> <ul style="list-style-type: none"> - Call and response - A solo vocal or instrumental line - A change in texture - Articulation on certain words <p>Explain what a main theme is and identify when it is repeated</p> <p>Identify major and minor tonality</p> <p>Recognise the sound and notes of the pentatonic scale</p> <p>Describe legato and staccato</p> <p>Recognise the different musical styles and any important musical features that distinguish the style</p>	<p>Recall by ear memorable phrases heard in the music</p> <p>Recognise the sound and notes of the pentatonic and blues scales by ear and from notation</p> <p>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts</p> <p>Identify beat and different time signatures with greater confidence eg: 2/4, 4/4, 3/4, 6/8</p> <p>Identify the musical style of a wide range of pieces of music (Western classical, modern popular, music from around the world) 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</p> <p>Discuss the structure of music eg: with reference to verse, chorus, bridge and an instrumental break</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>			

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>CONSTRUCTIVE TECHNICAL EXPRESSIVE</p> <p>Composing</p> 	<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>Understand the difference between a rhythm pattern and pitch pattern</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others</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 vocal chants or question and answer phases to be sung or played in pairs, to create a musical conversation</p> <p>Use graphic symbols, and simple 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 & answer phrases) to create music with a beginning, middle and end 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 in response to different stimuli or 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>Experiment with a wider range of dynamics through improvisation and composition work</p> <p>Compose melodies made from phrases in a given key eg: C major or A minor</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"> - Create music with multiple sections that include contrast and repetition - Use chord changes in improvised sequences - Extend improvised melodies beyond 8 beats over a groove <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>Enhance melodies with rhythmic or chordal accompaniment</p> <p>Compose a piece in ternary form (ABA), use music software/apps to create and record it, discussing how musical contrasts are achieved</p>	

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>CONSTRUCTIVE EXPRESSIVE</p> <p>Performing</p> 	<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>Communicate the meaning of the song when performing</p> <p>Play some simple instrumental parts 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>Understand the difference between rehearsing a song and performing it</p>	<p>Use listening skills to correctly order phrases using dot notation</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>Follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately</p>	<p>Use listening skills to correctly order phrases using dot notation</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>Follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards following staff notation within an octave range</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>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>Further develop the skills to read and perform a four-bar phrase from notation, identifying note names and durations</p> <p>Read and play from rhythm notation in up to four parts</p>		

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>TECHNICAL KNOWLEDGE</p> <p>Musicianship</p> 		<p>Use body percussion, instruments and voices</p> <p>Use the key centres of: C major, G major, A minor</p> <p>Copy back simple rhythmic patterns using long and short</p> <p>Copy back simple melodic patterns using high and low</p>		<p>(Build this knowledge across 2 years)</p> <p>Recognise clef, stave, lines and spaces</p> <p>Understand the differences between minims, crotchets, paired quavers and rests</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>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation</p> <p>Copy back melodic patterns (building up) using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC</p>		<p>(Build this knowledge across 2 years)</p> <p>Use the key centres of: C major, F major, G major, D major, A minor, D minor</p> <p>Understand how triads are formed and play on tuned percussion, melodic instruments or keyboards.</p> <p>Understand the difference between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests</p> <p>Use the time signatures of: 2/4, 3/4, 4/4, and 6/8</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, FGAB\flatCDE, GABCDEF\sharp, DEF\sharpGABC\sharp, ABCDEFG</p>	