

National Curriculum MUSIC

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.

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes *M1.1*
- play tuned and untuned instruments musically *M1.2*
- listen with concentration and understanding to a range of high-quality live and recorded music *M1.3*
- experiment with, create, select and combine sounds using the inter-related dimensions of music. *M1.4*

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 *M2.1*
- improvise and compose music for a range of purposes using the inter-related dimensions of music *M2.2*
- listen with attention to detail and recall sounds with increasing aural memory *M2.3*
- use and understand staff and other musical notations *M2.4*
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians *M2.5*
- develop an understanding of the history of music. *M2.6*
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Early Learning Goals	Activity	Expressive arts and design			Vocab
		30 – 50 months	40 – 60 months	Exceeding	
<ul style="list-style-type: none"> ▪ Children sing songs, make music and dance, and experiment with ways of changing them. • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<p>Gruffalo music and movement.</p> <p>Funnybones music and dance</p> <p>Diwali music and stick dancing</p> <p>Firework movement dancing and music-links to PE.</p> <p>5 Little Owls singing</p> <p>Reception Christmas Assembly singing and music</p> <p>Church Christmas Carol service</p>	<ul style="list-style-type: none"> •Enjoys joining in with dancing and ring games. •Sings a few familiar songs. •Beginning to move rhythmically. • Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. 	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. 	<ul style="list-style-type: none"> • Talks about the ideas and processes which have led them to make music, designs, images or products. <p>Year 1 WT</p> <p><u>Performing</u> Can they begin to use their voice to speak / sing / chant?</p> <p>Can they begin to use instruments to perform?</p> <p>Can they begin to copy sounds?</p> <p><u>Composing</u> Can they begin to make some different sounds with instruments?</p> <p>With support, can they make a short sequence of sounds?</p> <p><u>Appraising</u> Can they begin to talk about a piece of music?</p> <p>With support, can they begin to recognise some repeating patterns?</p>	<p>Beat Rhythm</p>

Early Learning Goals	Activity	Expressive arts and design			Music Skills
		30 – 50 months	30 – 50 months	30 – 50 months	Vocab
<ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<p>Singing and music to link to World Book day favourite books.</p> <p>Songs and music for our mums.</p> <p>Jack and the Beanstalk singing with dance and movement</p> <p>The Three little pigs</p> <p>Goldilocks</p> <p>There's a tiny caterpillar on a leaf (life cycles)</p>	<ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. 	<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. 	<ul style="list-style-type: none"> Talks about the ideas and processes which have led them to make music, designs, images or products. <p>Year 1 WT</p> <p>Performing Can they begin to use their voice to speak / sing / chant?</p> <p>Can they begin to use instruments to perform?</p> <p>Can they begin to copy sounds?</p> <p>Composing Can they begin to make some different sounds with instruments?</p> <p>With support, can they make a short sequence of sounds?</p> <p>Appraising Can they begin to talk about a piece of music?</p> <p>With support, can they begin to recognise some repeating patterns?</p>	<p>Beat Rhythm</p>

Learning Objective	Activity	Music Skills			Vocab
		Working Towards	Working At	Working Above	
<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes <i>M1.1</i> play tuned and untuned instruments musically <i>M1.2</i> listen with concentration and understanding to a range of high-quality live and recorded music <i>M1.3</i> experiment with, create, select and combine sounds using the inter-related dimensions of music. <i>M1.4</i> 	Charanga unit: Hey You! Based on a Hip Hop Song	<u>Performing</u> Can they begin to use their voice to speak / sing / chant? Can they begin to use instruments to perform? Can they begin to copy sounds?	<u>Performing</u> Can they use their voice to speak/sing/chant? Do they join in with singing? Can they use instruments to perform? Do they look at their audience when they are performing? Can they clap short rhythmic patterns? Can they copy sounds?	<u>Performing</u> Can they make loud and quiet sounds? Do they know that the chorus keeps being repeated?	<i>Beat</i> <i>Rhythm</i> Dynamics Pitch Pulse / beat Rhythm Tempo Texture Timbre
	Nativity – focus on singing and performing	<u>Composing</u> Can they begin to make some different sounds with instruments? With support, can they make a short sequence of sounds?	<u>Composing</u> Can they make different sounds with their voice? Can they make different sounds with instruments? Can they identify changes in sounds? Can they change the sound? Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds? Can they show sounds by using pictures?	<u>Composing</u> Can they tell the difference between long and short sounds? Can they tell the difference between high and low sounds? Can they give a reason for choosing an instrument?	
	Charanga unit: Round and Round A Bossa Nova Latin style.	<u>Appraising</u> Can they begin to talk about a piece of music? With support, can they begin to recognise some repeating patterns?	<u>Appraising</u> Can they respond to different moods in music? Can they say how a piece of music makes them feel? Can they say whether they like or dislike a piece of music? Can they choose sounds to represent different things? Can they recognise repeated patterns? Can they follow instructions about when to play or sing?	<u>Appraising</u> Can they tell the difference between a fast and slow tempo? Can they tell the difference between loud and quiet sounds? Can they identify two types of sound happening at the same time?	

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	Charanga unit: I Wanna Play In A Band <i>A rock song for children</i>	Composing With support, can they begin to order sounds with a beginning, middle and end? With support, can they begin to use symbols to represent sounds?	Composing Can they order sounds to create a beginning, middle and end? Can they create music in response to different starting points? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds?	Composing Can they use simple structures in a piece of music?	
	Charanga unit: Friendship Song <i>A song about being friends</i>	Appraising Can they begin to say how a piece of music makes them feel? Can they say whether they like or dislike a piece of music?	Appraising Can they improve their own work? Can they listen out for particular things when listening to music? (dynamics, instruments, pulse...)	Appraising Do they recognise sounds that move by steps and by leaps?	

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<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <i>M2.1</i> improvise and compose music for a range of purposes using the inter-related dimensions of music <i>M2.2</i> listen with attention to detail and recall sounds with increasing aural memory <i>M2.3</i> use and understand staff and other musical notations <i>M2.4</i> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <i>M2.5</i> develop an understanding of the history of music. <i>M2.6</i> 	<p>Charanga unit: Let your spirit fly An R&B Song for Children</p> <p>Charanga unit: The Dragon Song Chinese music and pentatonic scale</p>	<p>Performing Do they sing and follow the melody (tune)? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse?</p>	<p>Performing Do they sing in tune with expression? Do they control their voice when singing? Can they play clear notes on instruments?</p>	<p>Performing Can they work with a partner to create a piece of music using more than one instrument?</p>	<p><i>Dynamics</i> <i>Pitch</i> <i>Pulse / beat</i> <i>Rhythm</i> <i>Tempo</i> <i>Texture</i> <i>Timbre</i></p> <p><i>Verse</i> <i>Chorus</i> <i>Ending</i> <i>Introduction</i></p> <p>Pentatonic scale Ostinato Solo Melody Performing</p>
	<p>Charanga unit: Three Little Birds A Reggae Song</p> <p>Y3/4 play songs – focus on singing and performing</p>	<p>Composing Can they create music in response to different starting points? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds?</p>	<p>Composing Can they use different elements in their composition? Can they create repeated patterns with different instruments? Can they compose melodies and songs? Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling?</p>	<p>Composing Do they understand metre in 2 and 3 beats; then 4 and 5 beats? Do they understand how the use of tempo can provide contrast within a piece of music?</p>	
	<p>Charanga unit: Bringing us together A disco song</p> <p>Charanga unit: Reflect, Rewind and Replay Classical music</p>	<p>Appraising Can they improve their own work? Can they listen out for particular things when listening to music? (dynamics, instruments, pulse...)</p>	<p>Appraising Can they improve their work; explaining how it has improved? Can they use musical words (the elements of music) to describe a piece of music and compositions? Can they use musical words to describe what they like and dislike? Can they recognise the work of at least one famous composer?</p>	<p>Appraising Can they tell whether a change is gradual or sudden? Can they identify repetition, contrasts and variations?</p>	

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	<p>Charanga unit: STOP! (anti-bullying rap) Y3/4 play songs Focus on singing and performing</p>	<p>Composing Can they use different elements in their composition? Can they create repeated patterns with different instruments? Can they compose melodies and songs? Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling?</p>	<p>Composing Can they use notations to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance?</p>	<p>Composing Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast?</p>	<p><i>Verse</i> <i>Chorus</i> <i>Ending</i> <i>Introduction</i></p> <p><i>Pentatonic scale</i> <i>Ostinato</i> <i>Solo</i> <i>Melody</i> <i>Performing</i></p> <p>Lyrics Improvise Composing Melodic Notation</p>
	<p>Charanga unit: Blackbird</p> <p>Focus on learning about The Beatles – ICT Project</p> <p>Blackbird by The Beatles - a song about civil rights</p>	<p>Appraising Can they improve their work; explaining how it has improved? Can they use musical words (the elements of music) to describe a piece of music and compositions? Can they use musical words to describe what they like and dislike? Can they recognise the work of at least one famous composer?</p>	<p>Appraising Can they explain the place of silence and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they begin to identify with the style of work of composers?</p>	<p>Appraising Can they identify how a change in timbre can change the effect of a piece of music?</p>	<p>Semibreve – 4 beats </p> <p>Minim – 2 beats </p> <p>Crotchet – 1 beat </p> <p>Quaver ½ beat </p> <p>Semiquaver – ¼ beat </p>

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	<p>Charanga unit: Fresh prince of Bel Air - Rap</p> <p>Oliver Twist - Food Glorious Food – literacy link</p>	<p>Composing Can they use notations to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance?</p>	<p>Composing Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Can they use their notations to record groups of pitches (chords)? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate tempo for a piece of music?</p>	<p>Composing Do they understand the relation between pulse and syncopated patterns? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</p>	
	<p>Y5/6 Concert singing – focus on performing and singing</p> <p>Charanga unit: Adele 'Someone like you' Pop ballad</p>	<p>Appraising Can they explain the place of silence and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they begin to identify with the style of work of composers?</p>	<p>Appraising Can they describe, compare and evaluate music using musical vocabulary? Can they explain why they think their music is successful or unsuccessful? Can they suggest improvements to their own or others' work? Can they choose the most appropriate tempo for a piece of music? Can they contrast the work of famous composers and show preferences?</p>	<p>Appraising Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</p>	

Opportunities for listening to music.

We listen to our 'Composer of the month' in assemblies. It would be helpful to discuss any music used in class (reflection time / class assemblies / PE)

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians *M2.5*
- develop an understanding of the history of music. *M2.6*

Year 1

Let's go on holiday – music from other cultures

Circus - The Dance of the Comedians from The Bartered Bride, by Bedrich Smetana.

Year 2

Living things – Carnival of the animals, Saint Saens

Transport – Short Ride in a Fast Machine

Where we live – Brighthouse and Rastrick Band / Roger Davies

Year 3

Animals – Carnival of the animals, Saint Saens

Painting with sound – The Firebird Suite (1911) Finale (Ten Pieces BBC Music)

Year 4

Rainforests – The Lion King

The Beatles, Abba

Year 5

Through the Ages – Music from Africa

Ancient Greece - In the hall of the mountain King by Grieg (Ten Pieces BBC Music)

Mission to Mars – Holst, The Planets (Ten Pieces BBC Music)

Settlements

Year 6

Piano chords -

Vacation, vacation, vacation – Music from other cultures