

Music | Intent and Implementation

Why do we teach music?

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 they learn to compose, sing and listen critically to music.

What is our curriculum aim?

The national curriculum for music aims to ensure that all pupils:

- 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
- 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
- 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

Singing can be used across the whole curriculum to enrich children's learning, as well as forming part of school assemblies and singing for special occasions.

We aim to offer a range of additional music activities the children can be involved with including Young Voices at the O2, Peripatetic lessons, choir, together with one-off projects such Badgifest, and end of term productions.

Music is integrated into all parts of society and by developing some understanding about the impact music has on us, the children will see the purpose and importance of music in our everyday lives.



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How is music taught?

We broadly follow the Music Express scheme of work for music; which is complimented with additional material from a range of sources. In addition to the specific music lessons, which are designed to develop skills, children will be exposed to a range of diverse music and musical styles as part of their topic learning. Children will also be taught songs to sing, either as part of their collective worship or at other times as directed by their class teacher.

Music lessons have a spiral approach to the curriculum. Skills are revisited throughout the key stages and are mastered over time.

In music, progression can be shown by doing simple things better, as well as by doing more complex things.

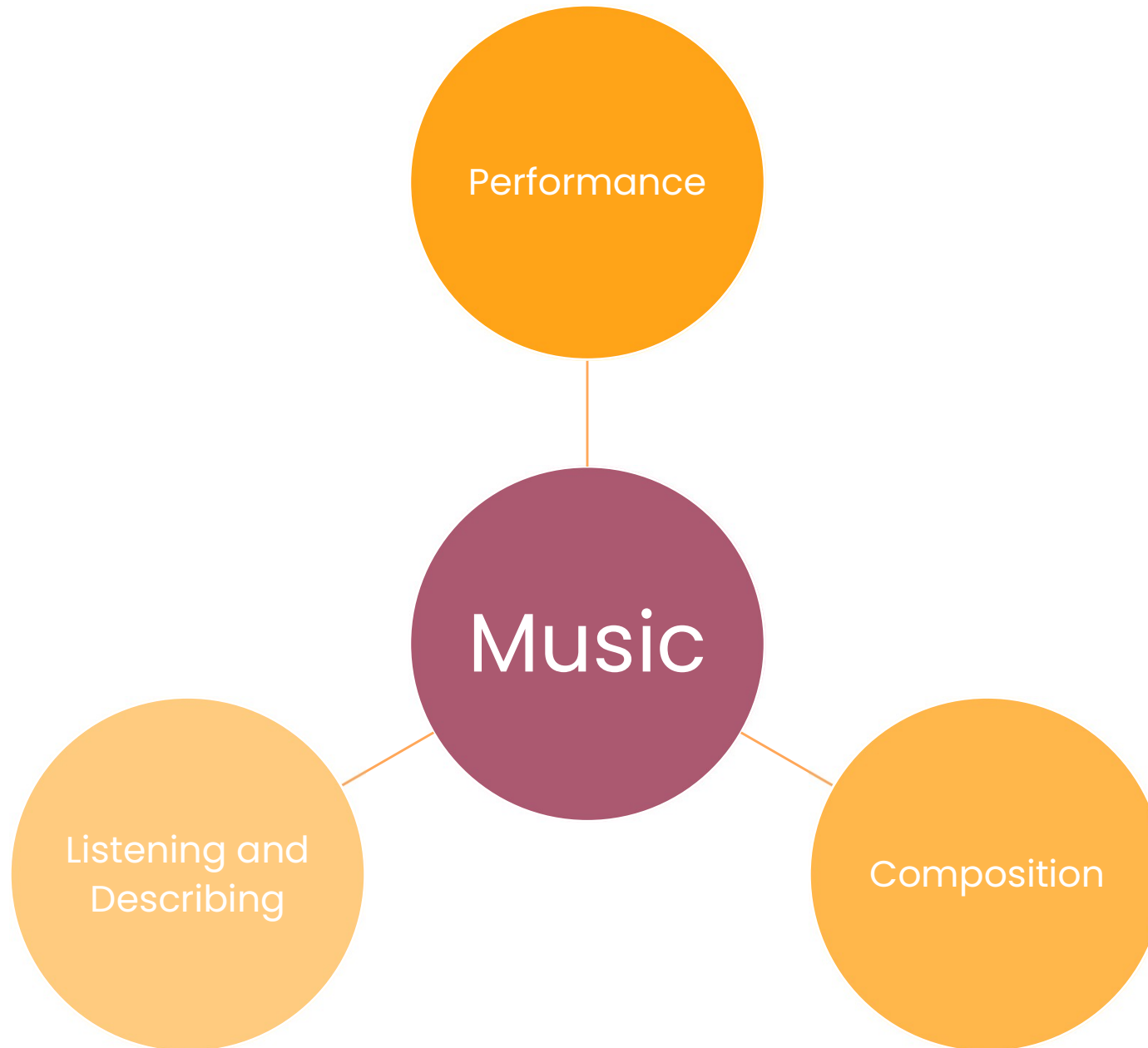
The lessons concentrate on 'making music', whether this is using voice, instruments or a combination of both. To develop musical understanding the skills needed to perform, listen critically to music, compose and improvise are taught in an integrated way, as these skills work best when they are combined.

The children are taught to play a range of tuned and untuned percussion instruments during lessons, along with using their voice, with increasing accuracy, fluency, control and expression.

Children in Year 4 are taught to play a musical instrument though partnership with Henley Music School. This gives every child the opportunity to learn an instrument whilst in primary education.



Music | Key Concepts



MUSIC | Content Spine



	Autumn		Spring		Summer	
Y1	<p>Ourselves Explore ways of using voices expressively. Develop singing skills while performing actions.</p> <p>Seasons Develop vocabulary and understanding of pitch.</p>	<p>Number Develop a sense of steady beat.</p> <p>Weather Explore how music can be used to describe weather.</p>	<p>Travel Develop performance skills and learn about music from around the world.</p> <p>Animals Further develop understanding of pitch. Identify contrast of low and high pitch.</p>	<p>Pattern Develop an understanding of counting in beats of 2, 3 and 4 and introduction to score.</p> <p>Machines Explore beat and combine steady beat with word rhythms and explore tempo.</p>	<p>Story Time Learn how music can be used to tell a story. Identify contrasts of fast/slow, loud/quiet.</p> <p>Our Bodies Respond with movement to steady beat and rhythm.</p>	<p>Water Develop and further explore changes in pitch using tuned percussion.</p> <p>Our School Explore sounds in our environment. Investigate ways to produce and record sounds to stimulate ideas.</p>
Y2	<p>Ourselves Discover ways to use their voices to describe feelings and moods. Create and notate sounds building to a performance.</p> <p>Water Sing and play a variety of pitch shapes.. Create a class composition which describes the sounds and creatures of a pond.</p>	<p>Travel Learn a Tanzanian game song and accompany using voices and instruments. Listen to and describe an orchestral piece using appropriate music vocabulary.</p> <p>Number Explore steady beat and rhythm. Create patterns with body percussion, voices and instruments to play beats and patterns.</p>	<p>Our Bodies Develop a sense of steady beat. Respond to music and play rhythm patterns using body percussion and instruments.</p> <p>Animals Develop understanding and recognition of pitch. Interpret pitch line notation using voices and tuned instruments/</p>	<p>Storytime Introduce famous pieces to stimulate composition. Interpret a storyboard with sound effects and develop own ideas using voices and percussion.</p> <p>Pattern Use simple notation to play, create and combine rhythms using body percussion and instruments</p>	<p>Our Land Explore timbre and texture as they explore descriptive sounds. Listen to, and perform music inspired by myths.</p> <p>Weather Create descriptive sounds and word rhythms with raps and songs about weather. Create a descriptive class composition using voices and instruments.</p>	<p>Seasons Develop understanding of pitch through movement, songs and listening games. Become familiar with pitch shapes and perform them in a variety of musical arrangements.</p> <p>Toys Move and play to a steady beat and to sound sequences. Learn to control tempo.</p>

Music | Content Spine



	Autumn	Spring	Summer
Y3	<p>Environment Composing – creating accompaniments and sound pictures.</p> <p>Building Beat – sing and compose to create a performance.</p> <p>Poetry Performing – using voice expressively and creatively.</p>	<p>China Pitch – explore the pentatonic scale and notation / graphic score.</p> <p>Time Beat – develop understanding of beat, metre and rhythm.</p> <p>In the Past Pitch – rhythmic ostinato, pitch and notation.</p>	<p>Communication Composing – graphic scores and using voice expressively.</p> <p>Human Body Structure – improvising and word rhythms.</p> <p>Food and Drink Performing – chants and songs using words rhythms.</p>
Y4	<p>Sounds Exploring sound – looking at how sounds are made and use voice for beatbox sounds.</p> <p>HMS Violin Project</p>	<p>Building Beat – explore musical textures and structures.</p> <p>Ancient Worlds Structure – compose music using layers</p> <p>Communication</p> <p>Composing – compose and sing songs and raps.</p>	<p>Time Music featuring bells and clocks to understand rhythm and syncopation</p> <p>In the Past Notation – use variety of notation to build performances.</p> <p>Food and Drink Performing – chants and songs</p>
Y5	<p>Solar system Singing in parts, explore elements of music, critical listening to musical</p> <p>At the Movies Use of graphic score, explore how music creates mood, compose and perform</p>	<p>Community Compose and perform music inspired by local community</p> <p>Life Cycles Structure – explore musical moods and styles; compose and perform.</p>	<p>Keeping Healthy Exploring tempi & rhythm, syncopated rhythm, accompaniment.</p> <p>Celebrate Perform a lively celebration in song.</p>
Y6	<p>Cats and Mice Singing in parts and untuned percussion to accompany</p> <p>Growth Pulses in different tempi, rhythmic and melodic ostinato, sing in parts, critical listening to musical extracts. Performance.</p>	<p>Samba Develop knowledge of Samba – history, carnival, instruments, rhythms and structure. Performance. Critical listening to related music.</p> <p>Journeys Sing in parts, performance.</p>	<p>World Unite Develop rhythm and pitch through song and body patterns & movement, performance.</p> <p>Moving On Leaver’s assembly performance.</p>

Music | Progression Map - Performance



Year 1

- take part in singing on my own or in a group
- make long and short sounds using my voice or an instrument
- know when to start and stop playing an instrument
- take account of musical instructions when rehearsing and performing

Year 2

- take part in singing and performing, following musical instruction
- make and control long and short sounds using my voice, body and instruments
- sing songs with simple patterns as accompaniments

Year 3

- understand the importance of pronouncing the words in a song well
- know that the sense of occasion affects the performance
- sing songs from memory with mostly accurate pitch
- play instruments with some control
- maintain a steady beat using body percussion or by copying simple word rhythm patterns
- follow musical instructions when rehearsing and performing
- begin to identify strengths and weaknesses in my music

Year 4

- understand the importance of pronouncing the words in a song well
- know that the sense of occasion affects the performance
- sing rounds and partner songs, maintaining an accuracy of pitch and showing awareness of different vocal lines
- demonstrate increasing accuracy and control of technique on an appropriate range of tuned and untuned percussion
- perform simple patterns and accompaniments keeping to a steady pulse, including ostinato
- make improvements to work, whether individual, in pairs or groups
- identify some strengths and weaknesses in my music

Year 5

- know that the sense of occasion affects the performance.
- show an awareness of expression and interpretation through the control of musical elements and phrasing when singing
- sing with confidence in two parts
- create a range of sounds on different instruments with accuracy
- control more complex rhythmic patterns and sequences
- develop an ability to rehearse and present performances in independent groups, showing awareness of their own part
- identify strengths and weaknesses in my music

Year 6

- know that the sense of occasion affects the performance.
- show an increased accuracy and awareness of expression and interpretation through the control of musical elements and phrasing
- use a wide range of instruments with confidence demonstrating knowledge of the correct technique to create a range of sounds with accuracy
- maintain ostinato patterns and sequences
- rehearse and present performances in independent groups, commenting on how intentions have been achieved
- identify strengths and weaknesses in my music

Music | Progression Map - Composition



Year 1

Play tuned and untuned percussion instruments musically

- know when and how to start and stop playing an instrument.
- choose instruments to create a range of sounds
- discuss sounds

Experiment with, create, select and combine sounds using the inter-related dimensions of music

- make some sounds that are different- high/low, loud/quiet, slow/fast
- make a sequence of sounds with help
- recognise the beat

Year 2

Play tuned and untuned percussion instruments musically

- perform with others taking instruction from the leader
- explore how sounds can be made, changed and used to make musical patterns
- with help can structure sounds in an order appropriate to a specific purpose
- play (compose) accompaniments to songs using carefully chosen instruments

Experiment with, create, select and combine sounds using the inter-related dimensions of music

- make more sounds that are different- high/low, loud/quiet, slow/fast
- recall and create short rhythmic phrases.
- clap the beat

Year 3

improvise and compose music for a range of purposes using the inter-related dimensions of music

- use sound to create abstract effects
- compose and perform simple rhythms
- use melodies and accompaniments e.g. drones, ostinato, layers

use and understand staff and other musical notations

- recognise simple rhythm notation
- know how many beats in a crotchet, rest and quaver
- recognise a graphic score and some symbols

Year 4

improvise and compose music for a range of purposes using the inter-related dimensions of music

- explore the way sounds can be combined and used expressively to create 'mood/feeling
- compose rhythms and melodies and repeat them with increasing accuracy
- combine layers of sound with awareness effect
- use melodies and accompaniments e.g. drones, ostinato, layers

use and understand staff and other musical notations

- use a simple graphic score
- read a music stave and make out the notes EGBDF and FACE
- Know how many beats in a minim, crotchet, rest, quaver and semibreve and recognise their symbols
- draw a treble clef

Music | Progression Map - Composition



Year 5

improvise and compose music for a range of purposes using the inter-related dimensions of music

- choose, order, combine and control sounds with awareness of their effect to create musical 'moods'
- compose more complex rhythms
- improve melodic and rhythmic phrases as part of a performance
- use texture to create musical 'moods'
- use a graphic score to support / recall a performance

use and understand staff and other musical notations

- use a graphic score to support/recall my performance
- know how many beats in a minim, crotchet and semibreve and recognise their symbols
- can draw a treble clef at the correct position on the stave

Year 6

improvise and compose music for a range of purposes using the inter-related dimensions of music

- carefully choose, order, combine and control more complex sounds with increasing awareness of their effect musical 'moods'
- compose rhythms with different layers
- improve my music

use and understand staff and other musical notations

- use a graphic score to record a composition
- know how many beats in a minim, crotchet and semibreve and recognise their symbols
- can draw a treble clef at the correct position on the stave

Music | Progression Map - Listening and Describing

Year 1

- **pitch:** identify low and high sounds
- **duration:** recognise when there is a beat and short/long sounds
- **dynamics:** describe sound as loud, quiet or silent
- **tempo:** identify fast or slow
- **texture:** identify a single sound or a combination of sounds
- **timbre:** know different instruments make different sounds
- **structure:** recognise musical echoes and repeating patterns

Year 2

- **pitch:** identify lower and higher sounds; respond to shape of melodies
- **duration:** identify rhythm and beat; recognise long/short sound patterns
- **dynamics:** begin to understand when music gets louder or quieter
- **tempo:** begin to understand when music gets faster or slower
- **texture:** understand different combinations of sounds
- **timbre:** identify how sounds are made (blown, plucked, shaken etc)
- **structure:** understand and identify repetition and contrast in music

Year 3

- **pitch:** distinguish between steps, leaps and repeats in music
- **duration:** understand how rhythmic patterns fit to a beat
- **dynamics:** understand and identify sound getting louder/quieter
- **tempo:** identify the beat in music
- **texture:** identify the difference between solo and unison
- **timbre:** identify different families of instruments by their qualities
- **structure:** develop understanding of repetition and contrast

Year 4

- **pitch:** know a pentatonic scale is made from 5 notes
- **duration:** recognise and understand 2, 3 and 4 metre
- **dynamics:** identify different levels of volume
- **tempo:** identify different variations in speed
- **texture:** identify the difference between solo, unison, harmony and layers
- **timbre:** distinguish between different ways of playing percussion
- **structure:** understand a range of musical structures, including ostinato

Year 5

- **pitch:** identify how pitch creates mood
- **duration:** understand how different rhythmic patterns affect feel
- **dynamics:** understand how dynamics can be manipulated
- **tempo:** understand how a range of tempo can be manipulated
- **texture:** understand types of harmony can be manipulated
- **timbre:** understand choice of instruments to create mood
- **structure:** further develop the understanding of musical structure

Year 6

- **pitch:** identify with increasing accuracy how pitch creates mood
- **duration:** describe how music uses patterns to affect the feel and effect
- **dynamics:** describe how dynamics can be used for expressive effect
- **tempo:** describe how tempo can be manipulated for expressive effect
- **texture:** describe different textures and chord patterns for effect in music
- **timbre:** understand how instruments are played can affect mood
- **structure:** further develop understanding of musical structures