

**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.

All musical learning at our school is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all learning; they are musical building blocks. This is an integrated approach to musical learning where games, the interrelated dimensions of music, singing and playing instruments are all linked (spiral of learning).

Aims

The school music curriculum aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including works of 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 play tuned and untuned instruments, 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
- develop an enjoyment and love for music, and a rich, musical vocabulary which can be used to describe and appraise music
- have wider opportunities to develop their musical understanding and confidence through participation in activities outside of the music lesson, e.g. lesson tuition, school choir, school band, productions and performances

Organisation

- Our school uses Charanga, an online learning programme developed by Essex Music Services. Each year group has six units of work, and each unit comprises strands of musical learning which correspond with the national curriculum for music: Listening and Appraising; Musical Activities; Warm-up Games; Optional Flexible Games; Singing; Playing instruments; Improvisation; Composition; Performing.
- Music is taught in discrete half termly topics, though opportunities for cross curricular study are always explored. There may also be times where a unit of work is reduced due to a year group production and the associated songs/music studied during rehearsals.
- Musical units are chosen to offer a breadth of different styles of music from different cultures and periods in history.

Skills Progression

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical skills-listening	Begin to identify simple repeated patterns and follow basic musical instructions	Identify and recognise repeated patterns and follow a wider range of musical instructions	Listen with attention and begin to recall sounds	Listen to and recall patterns of sounds with increasing accuracy	Listen to and recall a range of sounds and patterns of sounds confidently	Listen to, internalise and recall sounds and patterns of sound with accuracy and confidence
Musical skills-creating and composing	Know about and experiment with sounds Recognise and explore how sounds can be organised using simple criteria e.g. loud, soft, high, low	Repeat short rhythmic and melodic patterns Begin to explore, choose and order sounds using the inter-related dimensions of music	Create simple rhythmic patterns that use a small range of notes Begin to join simple layers of sound, e.g. a background rhythm and a solo melody	Create rhythmical and simple melodic patterns using an increased number of notes Join layers of sound, thinking about the musical dynamics of each layer and understanding effects	Create increasingly complicated rhythmic and melodic phrases within given structures	Create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures
Musical skills-playing and performing	Use voices in different ways such as speaking, singing and chanting Create and choose sounds Perform simple rhythmical patterns, beginning to show an awareness of pulse Think about others when performing	Use voices expressively and creatively Sing with the sense of shape of the melody Create and choose sounds for a specific effect Perform rhythmical patterns and accompaniments, keeping a steady pulse	Sing in unison, becoming aware of pitch Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes	Sing in unison maintaining the correct pitch and using increasing expression. Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics	Sing in unison with clear diction, controlled pitch and sense of phrase Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression Maintain my own part and be aware how the different parts fit together	Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase Play and perform with accuracy, fluency, control and expression, thinking about the audience when performing, and understanding how to create specific effects

Musical skills- interpreting and evaluating	Talk about how music makes feel or want to move, e.g. it makes me want to jump/sleep/shout etc. Think about and make simple suggestions about what could make their own work better, e.g. play faster or louder	Respond to different moods in music and explain thinking about changes in sound Identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments	Explore and comment on the ways sounds can be used expressively Comment on the effectiveness of own work, identifying and making improvements	Recognise and explore the ways sounds can be combined and used expressively and comment on this effect Comment on the effectiveness of own work, identifying and making improvements based on its intended outcomes	Describe, compare and evaluate different types of music, beginning to use musical words Comment on the success of own and others' work, suggesting improvements based on intended outcomes	Describe, compare and evaluate different types of music, using a range of musical vocabulary including the inter-related dimensions of music Evaluate the success of own and others' work, suggesting specific improvements based on intended outcomes and comment how this could be achieved
Musical concepts- purpose of music through history and culture	Listen to short simple pieces of music and talk about when and why they may hear it, e.g. a lullaby or wedding march	Listen to pieces of music and discuss, using simple musical vocabulary, where and when they may be heard, e.g. it's quiet and smooth so would be good for a lullaby	Listen to and begin to respond to music drawn from different traditions and famous musicians and composers Understand that the sense of occasion affects the performance	Listen to music drawn from different composers, musicians and traditions, and begin to discuss their differences and how music may have changed over time	Describe the different purposes of music throughout history and in other cultures Use different venues and occasions to vary performances	Notice and explore how music reflects time, place and culture Understand the different cultural meanings and purposes of music, including contemporary culture

National Curriculum objectives

	Key Stage 1	Key Stage 2
	Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music	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 • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music

Unit Planner

Year	Units		
	Autumn	Spring	Summer
1	Hey You! (Hip Hop) Rhythm In The Way We walk (Mixed Styles)	In The Groove (Mixed styles) Round And Round (Latin and Mixed styles)	Your Imagination (Mixed Styles) Reflect, Rewind, Replay (Classical)
2	Hands Feet Heart (South African Music) Ho, Ho, Ho (Mixed Styles)	I Wanna Play In A Band (Rock) Zootime (Reggae)	Friendship Song (Mixed Styles) Reflect, Rewind, Replay (Classical)
3	Let Your Spirit Fly (R'n'B) Glockenspiel	Three Little Birds (Reggae) The Dragon Song (Music from round the world)	Bringing Us Together (Disco) Reflect, Rewind, Replay (Classical)
4	Mamma Mia (Pop- Abba) Stop! (Mixed Styles)	Recorders Lean On Me (Gospel/Religious Music)	Blackbird (Pop- Beatles) Reflect, Rewind, Replay (Classical)
5	Livin' On A Prayer (Rock- Anthems) Classroom Jazz 1 (Jazz)	Make You Feel My Love (Pop- Ballads) Fresh Prince of Bel-Air (Hip Hop)	Dancin' In The Street (Motown) Reflect, Rewind, Replay (Classical)
6	Happy (Pop) Classroom Jazz 2 (Jazz)	A New Year Carol (Classical- Benjamin Britten) You've Got A friend (Pop- Carole King)	Music And Identity Reflect, Rewind, Replay (Classical)

Knowledge Table

Year	Knowledge
1	• To know that the pulse is the heartbeat of music, a steady beat that never stops. • To understand that rhythm is long and short sounds that happen over that steady beat, the pulse. • To know that pitch is high and low sounds and when added to pulse and rhythm, working together a song is created. • To know that music can be shown in graphic/pictorial notation. • To know that there are different types of music and name some different instruments.
2	• To recognise and musically demonstrate awareness of a link between shape and pitch graphic notations. • To notate music in different ways, using graphic/pictorial notation. • To know the difference between tuned and untuned percussion instruments. • To understand how to treat instruments with respect and know some necessary techniques to play them, e.g. how to hold a beater. • To know some of the indicators to identify a style of music.
3	• To have an increasing understanding and use of the interrelated dimensions of music as appropriate in context e.g. getting louder (dynamics), softer (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). • To know that texture describes the layers of sound in a piece of music. • To know that timbre describes the quality of sounds and how they are made. • To recognise the work of at least one famous composer.
4	• To know how many beats in a minim, crotchet and semibreve and recognise their symbols. • To know the symbol for a rest in music, and how to use the silence for effect. • To know how to read music when playing tuned instruments, e.g. recorders or glockenspiels. • To understand metre in 2 and 3 beats; then 4 and 5 beats, and explain how the use of tempo can provide contrast within a piece of music. • To name some famous composers and musicians and give examples of their work.
5	• To understand staff and musical notation when composing work. • To read the musical stave and work out the notes, EGBDF and FACE. • To draw a treble clef at the correct position on the stave. • To name, describe and categorise (e.g. string, brass, woodwind, keyboard, percussion) a wide range of musical instruments. • To describe how different music can be associated with different traditions and cultures.

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- To use of a variety of notation when performing and composing, including crotchet, minim and semibreve.
- To know the appropriate musical devices to consider when creating music for different occasions.
- To know and be able to explain all terms associated with the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation) and use these securely when describing or appraising.
- To name some famous composers and musicians, give examples of their work, and understand their contribution to music.

Conceptual Links

There are many aspects of this curriculum which will address the concepts of **creativity, freedom, love, happiness, well-being and legacy**

In addition to this more specific concepts can be linked to specific units, such as:

Technology- development of electronic contemporary music, music production, O-Generator

Religion and Faith- gospel music, world music from different cultures

Culture and Tradition- world music from different cultures, music from different periods in history

Community and Belonging- friendship song, bringing us together

Music Curriculum Key Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, by ear, melody, riff, solo, improvise/improvisation, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony