How our Music curriculum is constructed

Our **'progression'** details how our pupils learn the National Curriculum content. Each objective in our progression document requires pupils to master key skills and techniques in order to understand the significance of the knowledge they have learned and can remember - some people call this **'disciplinary knowledge'.**

'Overview' details what is taught and when.

The progression document and our skills and techniques are sequenced small building blocks to enable children to achieve our **'key objectives' (end points)** we have decided as crucial to meeting the expected standard in each subject by the end of each academic year.

Our medium term planning identifies the **'sticky knowledge'**, what some people call **'substantive knowledge'**, and this is the body of knowledge we have selected as being of value for our children to know and remember. The sticky knowledge is sequenced and builds on relevant previous learning and supports future relevant learning.

In years 1&2 Charanga music scheme is used by teachers. In years 3-6 music is taught by the PPA teacher who is able to plan activities which link directly to the wider curriculum and to any performance opportunities such as Harvest, Christmas, sharing assemblies, singing festivals and carol concerts.

This same teacher takes singing assembly so further reinforcement of music theory and history of music can take place as this assembly is attended by years 3-6 and direct links are made with what they have been learning in their class-based music lessons.

At Appledore every child has a named recorder that they keep throughout their time here. They receive tuition in how to read music and play the instrument which builds over years 3-6. Classes have opportunities to play other instruments, eg trombones in year 2!

Music Progression

Year	FSU	1	2	3	4	5	6
	Explorers	*Gatherers*		*Explainers*		*Evaluators*	
	Understanding of music (1)						
	a) **When listening to music identify instruments played, how it makes them feel, what it makes them think. What images arise in their minds.**	a) **When listening to music identify changes in the music and begin to use the terms pitch and pace to describe the changes.**	a) **When listening to music identify the impact of some of the elements in carefully selected music by famous composers from the past and present**	a) **When listening to music begin to make comparisons between music of different cultures through the elements of music**	a) **When listening to music have a wider range of knowledge & experience of music from various times & cultures**	a) **Beginning to develop & demonstrate an understanding of the history of music**	a) **Demonstrate an understanding of the history of music**
	a) Sing a range of well-known rhymes and songs. b) Perform songs, rhymes, poems and stories with others and when appropriate, move in time to music.	**I can Sing, Play, Perform, Understand and Explore (2)**					
		a) Begin to play patterns from memory **b) Begin to play/copy with some awareness of the beat** c) Experiment with their voice (chant, rap, represent known sounds)	a) Sing with developing sense of pitch, dynamics, duration, when singing songs with an appropriate range b) Recognise the use of hand signals to show pitch (high/low) in the tune c) Know how to make a sound on several un-tuned instruments. d) **When pupils are performing**	a) Begin to follow various notations (symbol/pictorial/ICT) to support the rhythm when performing b) **When pupils are performing together, they are aware they all need to play to the same beat & the same speed** c) They recognise errors & begin to correct when performing d) Play their own part when	a) **Sing largely in tune as a whole class & keep a counter melody or harmony as part of a group** b) Play in such a way that the whole class are aware of the common beat c) Sing using dynamics to express the mood of the phrase d) Be aware of other players as they perform	a) Play their own part when performing on instruments with others b) **Sing in a way that reflects the genre, lyric & mood of the music (eg appropriate dynamics and phrasing).** c) Play simple pieces on a keyboard or other tuned instrument (not percussion) which have a simple melody.	a) When working from notations most will be confident in their use of 4 beat (Semi-breve), 2 beat (Minim) & 1 beat (Crotchet) & pairs of half-beat notes (Quavers) b) **Play a counter rhythm in time with the common beat** c) When working with un-tuned percussions, play straightforward parts in an ensemble with simple note values (semi-breve, minim, crotchet & quaver). Sing songs in a 2-part texture, singing mainly in tune & in time & with

			together, they are aware they all need to play 'together' e) Sing largely in tune as a whole class	performing on tuned instruments with others e) Sing in a way that reflects the lyric			some control of vocal techniques (breathing, posture & diction). This may include 2 part rounds.
		I can Compose, Invent, Improvise, Understand and Explore (3)					
		a) Explore sounds on instruments & objects b) **Make changes to sounds (eg. playing with different beaters or using dynamics)** c) Make & repeat short patterns of sound d) Create short patterns of sound in response to a starting point (eg a story, a picture, a short animated film…)	a) Experiment with their voice (chant, rap, represent known sounds) Invent their own pictorial symbols to represent sounds b) **Experiment with pitch (high/low), dynamics (loud/quiet), duration (long/short) & timbre (different types of sound) which different instruments make**	a) Notate some of their work using graphic scores (sometimes using ICT) b) **Use a simple structure which has a beginning, a middle & an end** c) Develop musical ideas from given stimuli (eg a photograph, a poem, a story, animation)	a) Create music in first draft form & later revise, edit & develop it b) **When composing, they choose their resources, including instruments, to suit the task** c) Work together to link different instruments in pieces in more than one part (texture) d) Use dynamics (loud/quiet), pitch (high/low), duration (long/short), tempo (speed) , texture (layers of sound), timbre (quality of sound) & structure (how a piece of music is put together) in a planned way	a) Create own music in first draft form, developing music from techniques studied and later revise, edit & develop it b) When composing, choose resources & instruments to suit the task. c) **Work in teams or as a whole class to produce compositions with more than 2 instrumental parts**	a) **Compose music that shows basic development within a simple structure & that illustrates an intended mood or atmosphere eg AB or AABB showing a contrasting section of about 8 bars length with each section having a unique/difference within the elements** b) When working as part of a group, compose a small ensemble piece which rhythmically & melodically interesting, using basic notation where possible c) Carry out simple refinements & improvements to their own work, developing main themes with the use of a number of variation techniques to extend their work
		I can Listen, Appraise, Evaluate, Understand and Explore (4)					
		a) Make a response to different moods in music (eg move	a) **When listening they can identify the impact of some**	a) Make suggestions to improve their own	a) Identify the impact of elements in a variety of music from a	a) When listening to music which intends to create an effect or atmosphere	a) Use relevant musical vocabulary (pitch, dynamics, duration, timbre tempo & structure),

		in a particular way, or paint when listening to a specific piece of music) b) **When changes in musical elements within a piece are very clear (suddenly loud or quiet), recognise & react to the change** c) Begin to follow simple musical instructions (eg hand signs for "get louder")	**of the elements in carefully selected music by famous composers from the past & present** b) Make suggestions to improve their work	work & act upon this b) **Identify musical features which seem to suggest a mood or atmosphere**	range of times & cultures b) **When listening to music which intends to create an effect or atmosphere, they can identify how the elements are used in a particular way** c) Use relevant musical vocabulary (pitch, dynamics, duration, tempo), when talking about the elements of music	Identify how & why the elements are used in a particular way & investigate their impact b) **Evaluate the effectiveness of a piece of music with regard to its intended effect, venue, occasion & purpose, using some appropriate vocabulary**	when talking about the elements of music b) **Analyse music, including music from around the world, historic music from the great composers, & popular music with some accuracy showing basic skills in identifying changes related to the elements of music; duration, pitch, dynamics, tempo, texture, timbre & structure; including the use of silence**

Music Curriculum Overview

	FSU	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Singing Nursery Rhymes	Charanga: Hey You! Hip Hop music	Charanga: Hands, Feet, Heart South African Music	**Performance/Music Theory** Harvest service preparation - song / graphic score - A Spooky House	**Performance /Dance** Harvest service preparation - Dance and song	**Performance/ Dance** Harvest service preparation song and dance	**Performance/ Music Theory** Harvest service preparation Ostinato and drone - Climate Change song Four Seasons Vivaldi
Autumn 2	Singing Christmas Play Songs	Charanga: Rhythm in the way we walk and Banana Rap. Reggae and Hip hop music	Christmas Play songs	**Performance/Music Theory** Christmas service preparation/ graphic score - A Spooky House	**Performance/ Music Theory** Christmas service preparation Cyclic patterns (African Drumming)	**Performance** Christmas service preparation drama/song	**Performance/ Music Theory** Christmas service preparation Ostinato and drone- Climate change song, Four Seasons Vivaldi
Spring 1	Clap beat to name	Charanga: In the Groove.	Charanga: I wanna play in a band Rock, playing together	**Composition** Yu Studio - A Spooky House transfer graphic score to Yu Studio	**Composition** Transfer cyclic patterns to Yu studio - Train Journey	**Music Theory** Pentatonic scale singing and performing (Chinese Music)	**Music appreciation** and understanding orchestral instruments - Young Person's Guide to the Orchestra
Spring 2	Clapping rhythms	Charanga: Round and Round. Bossa Nova Latin style.	Charanga: Zootime Reggae	**Dance**- Kathak (classical Indian music)	**WCET -** recorders	**Composition -** Pentatonic scale Transfer compositions to Yu Studio	**WCET -** recorders
Summer 1	Exploring sounds of different	Charanga: Your Imagination.	Charanga: Friendship song	**WCET -** recorders	**Composition -** incorporate	**WCET -** recorders	**Dance - Open hand Closed Fist**

	instruments				recorders into Cyclic pattern composition		**(Craig Armstrong)**
Summer 2		Charanga: Reflect, Rewind and Replay. Classical music.	Charanga: Reflect, rewind and replay Western Classical music	**Music appreciation** and understanding orchestral instruments - Carnival Of the Animals	**Music appreciation** and understanding orchestral instruments - Peter and the Wolf	**Composition** Yu Studio - Grime	**Composition** Yu Studio - Hip Hop
In addition to any class based music activities all classes have 30 minutes of singing weekly which also includes teaching about the history of music.							

Music 'Sticky' (substantive) Knowledge and Key Objectives (end points)

FSU	Recall Nursery Rhymes from memory. Know how many claps their name and their friends names have
Year 1	**Listen and Appraise** ● To know five songs off by heart. ● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use. **Musical Games** ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. **Singing** ● To confidently sing or rap five songs from memory and sing them in unison. **Playing** ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing. **Improvisation** ● Can make up own tunes on the spot **Improvisation** ● Know that improvisation is making up your own tunes on the spot. **Performance** ● Be able to share music with others
Year 2	**Listen and Appraise** ● To know five songs by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style. **Musical Games** ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Know that rhythms are different from the steady pulse. ● Know that we add high and low sounds, pitch, when we sing and play our instruments. **Singing**

	● To confidently know and sing five songs from memory. ● To know that unison is everyone singing at the same time. ● To know that songs include other ways of using the voice e.g. rapping (spoken word). ● To know why we need to warm up our voices. **Playing** ● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class. **Improvisation** ● Know that improvisation is making up your own tunes on the spot. **Performance** ● Be able to share music with others and know what an audience is
Year 3	**Graphic Score** ● Create symbols to represent different sounds ● Know that sound can be represented by symbols ● Follow these symbols to play as an ensemble **WCET** ● Explore pitch on chime bars ad recorders learning the fingering for G, A and B ● Follow a music score where notes are lettered ● Recognise crotchets and minims ● Veat time 4 beats in a bar **Dance** ● Create motifs to express a piece of music ● Perform confidently ● Perform in unison ● Be aware of music from other countries **Composition** ● Choose pitched and unpitched instruments appropriately ● Create symbols to represent different sounds ● Know that sound can be represented by symbols ● Follow these symbols to play as an ensemble **Harvest/Christmas** To perform confidently - singing
Year 4	**Cyclic Patterns** ● Develop understanding of musical notation by creating and recording a cyclic rhythm. ● Compose cyclic patterns which are layered to create texture in a piece of music using appropriate instruments

	WCET ● Learn fingering for C and D on recorders ● Recognise quavers - half a beat ● Recognise treble clef and time signature 4/4 **Dance** ● Find different dance motifs to express the changing qualities of a piece of music ● Perform in staggered time/ waterfall **Composition** ● Use words to create a rhythm ● Assign notes to this rhythm to create an ostinato ● Play ostinato on pitched instruments with vocal accompaniment ● Notate composition using non-standard method - letters in blocks to show rhythm **Harvest/Christmas** ● Perform with increased confidence when singing and dancing with increased awareness of audience
Year 5	**Pentatonic Scale** ● Know notes of pentatonic scale ● Understand what is meant by pitch ● Listen to music from other countries - China ● Sing and play simple pentatonic melodies **WCET** ● Learn fingering on recorder for F,E low D and low C ● Learn position of notes on stave ● Recognize a semibreve - 4 beats ● Follow a musical score without named notes **Dance** ● .Use changing numbers to create more complex routines ● Include partner work in motifs **Composition** ● Use pentatonic scale when composing ● Notate composition using letters on staircase **Harvest/Christmas** ● Show an awareness of needs of audience when performing
Year 6	**Ostinato and Drone** ● Play ostinato and drone accompaniment to a piece of music **WCET**

	● Consolidate understanding of position of notes in the stave ● Learn fingering for F sharp and G sharp and B flat ● Know value of dotted crotchets and dotted minims **Dance** ● Develop dances using a chorus verse structure ● Take partner off axis and support some/all of their weight **Composition** ● Use ostinato and drone in composition ● Notate composition using the standard method **Harvest/Christmas** ● Adapt performance to suit needs of audience
All Years	**Singing Assembly** ● to sing in parts ● to sing with awareness of others ● to sing showing awareness of audience ● to sing with increased control and diction ● to sing in a style that reflects the song ● to develop an understanding of the history of music ● to further develop understanding of standard notation by clapping rhythms generated by reward system and notated on large stave in hall