

Music

During each key stage pupils complete projects focused on an area of Music as part of their curriculum. The projects are organised in a three-year cycle in KS1 and a four-year cycle in KS2. Pupils learn specific knowledge in each project and deepen their understanding across each key stage, including the use of key concepts. The Model Music Curriculum, which provides guidance to teachers on ways to deliver the English National Curriculum for the subject, has been used to guide the development of the curriculum map for music.

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.

KS1-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

KS2-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

Supporting Documents

- Musical Development Matters in the Early Years - By Nicola Burke
- Model Music Curriculum for England - Published in March 2021 by the DfE
- Research review series: music - Published 12 July 2021 by Ofsted

Rationale

Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory then nothing has been learned.

Sweller

Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Ofsted Framework 2019

When students' brains link background knowledge with new text, they are better at making inferences and retain information more effectively.

Vacca and Vacca (2002)

Retrieval is built into the teaching cycle in order to ensure that children activate what they already know and can then build on their existing knowledge, making connections, securing key concepts and deepening learning. Retrieval practice will help teachers to remind pupils of their previous learning and what they know from other subjects, as well as identifying what personal knowledge they bring to the new learning.

It is of paramount importance to consider the rationale behind key concepts that have been selected, and how they support the development of core attitudes in our pupils (School's curriculum statement). Aycliffe school, along with the collaboration of Goodnestone and Nonington are mindful of the barriers that many of our children experience to learning, including confidence and a willingness to take risks, and across the three schools we share a number of core attitudes that we strive to develop in our pupils so that they are creative, they are problem-solvers and they are able to collaborate.

The musical concepts selected correspond to children's natural perception of music and play a significant role in how children respond positively and with growing confidence to music. Applying these concepts through playing music and singing with others is powerful in enabling our children to learn about themselves, to work with others, to problem-solve and to collaborate as part of a team. Through the development of musical skills and knowledge and the interplay between them children and young people can become musicians, be fluent in the language of music and develop musical understanding and appreciation.

Developing a deep understanding of the fundamental elements of music through revisiting these important concepts in every project enable children to understand more, embed more and to apply their deepened knowledge to new situations. They are the vehicle by which children's knowledge deepens and supports the development of knowledge and skills across a rich range of musical interactions, such as singing, composing, musicianship and performing.

Reception

Aspects of musical learning and development are:

Commented [J1]: Rationale added – 19 10 2021

Hearing and Listening
Vocalising and Singing
Moving and Dancing
Exploring and Playing

Learning within our reception year provides the knowledge, skills and understanding bedrock for future learning. Pupils;

- investigate and experience things, and ‘have a go’
- concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- have and develop their own ideas, make links between ideas, and develop strategies for doing things

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- express ideas about music verbally or physically
- describe changes in music
- move to the sound of the music and in time with pulse
- move to the sound of instruments
- keep a steady beat whilst playing instruments
- play instruments to match the structure of music being listened to
- create rhythms using body percussion and instruments
- tap rhythms to accompany words
- sing a range of well-known nursery rhymes and songs and sing the melodic shape
- perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

Children at greater depth of development:

- Can begin to sequence sounds to create a rhythm or beat
- Can repeat (short rhythmic and melodic) patterns
- Can begin to read pictorial representations of music (e.g. colour-coded bells, music story maps)
- Can perform a rhythm
- Can identify reasons why they like some music more than other pieces

Assessment:

Careful observations of whole-class activities involving music – noting whether children are able to, for example, clap in time and sing at the right pitch, and whether they know songs and tunes off by heart. Informal checking of what pupils know at relevant points during live music-making or recorded (supported by DFE music review-see above).

Adapting Teaching for SEND

The Code of Practice says that every teacher is a teacher of SEND. The teachers have overall responsibility for those children and must ensure that they make appropriate progress. Children with identified SEND will have adjustments made in QFT in line with the Mainstream Core Standards. In addition, when planning and teaching the teaching sequence for each project, teachers will consider what adaptations can be made in order for all children to access teaching and learning. Where this is an adaptation beyond the MSC's, teachers will consider, in particular, how specific skills are being developed. Adaptive teaching will be considered and identified by teachers in the medium-term plan for each project. Subject leaders, alongside the SENDCo, will monitor the effectiveness of these adaptations.

Key Concepts

During music lessons pupils explore the following key concepts:

- Pupils listen and appraise music across historical periods and learn about the following musical concepts : pitch, pulse, rhythm, dynamics, tempo, duration, texture, timbre, structure and melody- *'The elements of music describe the constituent parts of music in a broad and abstract fashion. This has implications for the situations in which people can generalise their knowledge of the elements to new situations or contexts' (Ofsted Music Review 2021)*. They learn to use, embed and apply these concepts.
- Pupils learn to sing and compose with creativity and self-confidence
- Pupils learn about the history of music.

Key concepts	Specific Knowledge and Skills	
	Key Stage One	
	Cycle A	Cycle B
	Peter and The Wolf	Ella Jenkins
Pupils learn about, use and begin to apply the following musical concepts: pitch, pulse, rhythm, dynamics, tempo, duration, texture, timbre, structure and melody- <i>'The elements of music describe the constituent parts of music in a broad and abstract fashion. This has implications for the situations in which people can generalise their knowledge of the elements to new situations or contexts' (Ofsted Music Review 2021)</i> .	They learn about the different instruments assigned to each character: the bird was identified with a flute, the cat with a clarinet, the duck with an oboe, Peter's grandfather with a bassoon, the wolf with horns, and the hunters with percussion. Peter was given the entire string section and a jaunty light-hearted melody. Pupils learn how changes in volume (pitch), how the instruments are used (timbre), and patterns of short and long sounds (rhythm) are used to create a musical picture of different animals.	Pupils learn to listen to songs she has recorded and understand key concepts. For example, hey learn about soft and loud sounds (dynamics), fast and slow sounds (tempo), and how to recognise these in the music and use these expressive musical elements in their singing. They learn about the pulse of the music by clapping to the steady beat or through the use of percussion instruments. They learn how to identify simple features of the music and describe them using some key vocabulary.

Pupils learn to sing and compose with creativity and self-confidence.	Pupils learn to use different instruments to compose their own music inspired by the animals, experimenting, selecting and combining sounds. Pupils learn how to record their pieces of music using technology. Pupils learn to make connections between musical sounds and graphic notation and use graphic notation to map out compositions.	Pupils continue to develop their understanding and knowledge of key concepts as they compose their own variation of one of Ella's call and response chants or songs. Pupils learn how to record their pieces of music using technology. Pupils learn to make connections between musical sounds and graphic notation and use graphic notation to map out compositions.
Pupils learn about the history of music.	Pupils learn when Peter and the Wolf was composed, who composed it and why it was composed (Russian folk tale). Pupils learn to listen to the pieces of music and learn to express their understanding of the music, including how the different pieces of music make them feel.	Pupils learn about Ella Jenkins, including when and where she was born and what type of music she is famous for. They learn that she was known as The First Lady of the Children's Folk Song, and that she was a famous performer of children's music. Pupils learn about the style of call and response singing and how it is found in cultures around the world, including Africa.
Project Endpoints	<ul style="list-style-type: none"> • Know about a piece of music from the past and what its purpose was • Can identify and analyse features of music, using some key vocabulary, and know about its history and the composer who created the composition • Know about instruments used in the composition and the intended effects • Make simple comparisons between this piece and other pieces of music analysed, using some key musical vocabulary/concepts • Can select own instruments and use developing knowledge to combine sounds to create an intended effect, inspired by a piece of music 	<ul style="list-style-type: none"> • Know about a famous figure in music • Know about the specific musical genre can understand features of this style of music and use some key musical vocabulary to describe the music • Know about the origin of compositional techniques (call and response) • Make simple comparisons between this piece and other pieces of music analysed, using some key musical vocabulary/concepts • Can use developing knowledge to compose within a specific compositional technique

Musical Skills Map KS1

Performing

- follow the melody using their voice or an instrument
- sing songs as an ensemble following the tune (melody) well
- perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)
- practise, rehearse and present performances with some awareness of an audience
- begin to realise that performance can influence how music is presented
- play simple rhythmic patterns on an instrument accurately
- sing/clap a pulse increasing or decreasing in tempo
- selective in the control used on an instrument in order to create an intended effect
- perform musical patterns keeping a steady pulse

Composing

- order sounds to create a beginning, middle and end
- Musically demonstrate a very simple understanding
- and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo)
- select sounds to achieve an effect (including use of technology)
- order sounds to create a beginning, middle and end with some confidence
- begin to compose short melodic patterns using two or three notes (tuned instruments/voice)
- create short, rhythmic patterns – sequences of long and short sounds
- create their own symbols to represent sounds, representing sounds pictorially with increasing relevance
- make connections between notations and musical sounds
- select sounds to create an effect on the listener

Listening and Appraising

- begin to associate sounds they hear with instruments and recognise and name different instruments by sight
- independently identify the pulse in a piece of music and tap along
- listen carefully to, and recall short rhythmic patterns
- begin to recognise changes in timbre, dynamics and pitch
- identify particular features when listening to music
- discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music
- Verbally recall what they have heard with simple vocabulary – loud, soft, high, low
- Try to recognise/identify very simple style indicators and different instruments used
- discuss feelings towards it music listened to
- begin to listen, with respect, to other people's ideas and feelings towards music listened to
- evaluate and improve their own work and give reasons

Deepening Understanding	When learning during the music projects pupils will deepen their knowledge in: <ul style="list-style-type: none">• Listening with increased musical understanding to different pieces of music• How they perform with increasing accuracy, fluency, control and expression with their voice and instruments they play• recognising and using features related to styles from different places and different times features related to styles from different places and different times.			
Vocabulary	<ul style="list-style-type: none">•Pitch•Pulse•Dynamics•Tempo•Timbre•Texture•Structure•Melody	<ul style="list-style-type: none">• low (sound)• high (sound)• quiet• loud• volume• perform• compose• tune• listen• voice	<ul style="list-style-type: none">• chord• call and response• ostinato• body percussion• beater• beat•flute• clarinet•violin•cello	<ul style="list-style-type: none">• tuned percussion• untuned percussion• drum• cymbal• shaker• tambourine• claves• chime bar• triangle
Key Concepts	Specific Knowledge and Skills Lower Key Stage Two			
	Cycle A		Cycle B	
	The Lion King		Elgar and Glass	
Pupils learn about, use, embed and apply the following musical concepts: pitch, pulse, rhythm, dynamics, tempo, duration, texture, timbre, structure and melody- ‘The elements of music describe the constituent parts of music in a broad and abstract fashion. This has implications for the situations in which people can generalise their knowledge of the elements to new situations or contexts’ (Ofsted Music Review 2021).	Pupils learn how to listen to and understand different songs within The Lion King, including how the key concepts play out in each musical style. For example, pupils learn how tempo and dynamics are used to convey feelings. Pupils learn to analyse, appraise and describe musical features using a widening range of musical vocabulary and they learn, for example, how the timbre of Circle of Life is created through a combination of Timpani, guitar, different types of drums, organ, cymbals, flute, triangle.		Pupils learn about their impact on music and what type of music they composed, describing the music using an increasing range of musical vocabulary. They learn about the mood of the music and how it makes them feel, using their developing understanding of the elements of music. Pupils learn, for example, about the different instruments in the orchestra in Variation 7 of Enigma Variations, and how they bound in with escalating timpani musical phrases/succession of notes that	

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		launches a response from string scales and assertive brass instruments, and comes to an abrupt close.
Pupils learn to sing and compose with creativity and self-confidence.	<p>Pupils learn how to use their knowledge of key musical concepts when they sing songs from The Lion King. They explore the unique musical style of THE LION KING, learning to sing as a cohesive ensemble, incorporating movement to enrich the performance. Pupils demonstrate their knowledge of key concepts as they compose and perform their own musical accompaniment and record their singing. For example,</p> <p>Pupils learn The Lion King song, 'Circle of Life, I just can't wait to be king, Hakuna Matata' and create rhythms and beats using drums and other percussion instruments to accompany.</p> <p>Pupils explain how they can improve their work.</p>	<p>Pupils learn how to listen to and understand different pieces of music they composed, continuing to build on their understanding and knowledge of key musical concepts and additionally learn how melody, timbre and structure are used within the music.</p> <p>Pupils learn how to compose and perform, using their deepening understanding of the key concepts in music. Pupils learn, for example, to play Elgar's general theme in every Variation; they compose and record a piece that focuses on Elgar's dog, exploring how to make scampering, chomping and panting sounds using voice, percussion and tuned instruments. Pupils explain how they can improve their work.</p>
Pupils learn about the history of music.	<p>Pupils learn that The Lion King is a story carried by music.</p> <p>Pupils learn, for example, that 'The Circle of Life', 'I Just Can't Wait to Be King', 'Hakuna Matata' and 'Can You Feel The Love Tonight', were written by Elton John and Tim Rice', and that Hans Zimmer received the Oscar, Golden Globe and two Grammy awards for his original film score for the film version of The Lion King. They learn that the film was an amalgamation of African rhythm and a powerful orchestra.</p> <p>Pupils learn about the different genres of music within The Lion King songs and the cultures they reflect.</p>	<p>Pupils learn key dates in the life of Elgar and Glass, including the dates on one piece of music from each person's compositions.</p> <p>Pupils compare the two composers, learning that minimalist master, Philip Glass, introduced audiences across the world to a new genre of music and way of listening – musical pieces created within the fragmented, repetitive structures of minimalism. Sir Edward William Elgar is best-known for his orchestral works including the Enigma Variations, the Pomp and Circumstance Marches, concertos for violin and cello, and two symphonies.</p> <p>Pupils learn, for example, through the study of Enigma Variations that this most famous piece described</p>

	<p>For example, they learn that the music from 'The Lion King' has a strong link to traditional African music and develop their understanding of repetition, polyphony, Polyrhythms and call and response.</p>	<p>Elgar's friends in musical phrases. For example, one captured the quirks of a friend (6 - Ysobel), one represented the memory of another friend being caught in a thunderstorm (7 - Troyte), and one was the result of a friend's challenge to make music from the sound of his barking bulldog falling into a lake (11 - G.R.S.). Pupils learn that these versions are called 'Variations' and because Elgar left everyone guessing who was 'pictured within' and where the tune came from, the piece is called 'Enigma Variations' (an enigma is a puzzle.)</p>
Project Endpoints	<ul style="list-style-type: none"> • Know about the history of pieces of music and about the cultures that they reflect • Can describe the different pieces of music within the Lion King using musical vocabulary accurately • Can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences – use of some key musical vocabulary • Can talk about how the music makes pupils feel, using some musical language to describe the music accurately • Can sing songs from the Lion King-use of memory, identifying and moving to the pulse, and using their understanding of meaning to begin to add expression • Create sequences of pitches using up to five different notes and simple rhythms that work musically with the style of the song / create a simple composition to accompany their singing • Record composition (use of Charanga) 	<ul style="list-style-type: none"> • Know about key events in the lives of two different composers • Can contrast the work of famous composers and show preferences and explain choices • Can make comparisons between features of the musical works of each composer • Can analyse pieces of music using some key musical concepts and vocabulary • Can create music inspired by pieces that have been analysed and appraised – compose two/three melodic phrases using up to five notes / pentatonic scale –begin to move from phrase to phrase smoothly – use of similar approach to the structure of the lyrics and the shape of the music • Record composition (use of Charanga)

Musical Skills Map Lower Key Stage Two	Performing	Composing	Listening and Appraising
	<ul style="list-style-type: none"> • sing songs from memory with accurate pitch-partner songs and rounds/songs with two or more parts • experiment with performing their own composition to an audience • follow a conductor to show a change in tempo • Can show how they can use dynamics to provide contrast • Understand and read crotchets, rests, quavers and minims 	<ul style="list-style-type: none"> • understand how to compose and what it means – creating music within rules and boundaries • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of up to 5 pitches • write down musical notes/ideas for compositions – use of graphic symbols/staff notation/rhythm notation • Play and sing these phrases • use notation/ideas in above bullet point to record compositions in a small group or individually • use of technology to record where appropriate 	<ul style="list-style-type: none"> • Identify and describe the different purposes of music- identify the style of works • Can identify how a change in timbre can change the effect of a piece of music • Identifying gradual dynamic and tempo changes within a piece • Recognise and begin to discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary • Identify some common features between different genres, styles and traditions of music. • Recognise, name and explain the effect of the interrelated dimensions of music (key concept – see vocabulary below) • (crescendo/decrescendo) within a piece of music. •
Vocabulary	<ul style="list-style-type: none"> • Projection • Pitch • Pulse • Dynamics • Tempo 	<ul style="list-style-type: none"> • Improvisation as Key Stage One plus: 	<ul style="list-style-type: none"> • quavers • minims • duration • lyrics • melodic phrase • round • scale • movement • structure • theme

	<ul style="list-style-type: none"> • Timbre • Texture • Structure • Melody • Genres of music • Traditions • Style 	<ul style="list-style-type: none"> • names of orchestral instruments • accompaniment • composer • conductor • pentatonic • crotchets • rests 	<ul style="list-style-type: none"> • melody • orchestra • ostinati • drone • duet • leaping (large interval between two notes) 	<ul style="list-style-type: none"> • unison • woodblock • castanets • xylophone • glockenspiel • harmony • improvise
Deepening Understanding	<p><i>When learning during the music projects pupils will deepen their knowledge in:</i></p> <ul style="list-style-type: none"> • Listening with increased musical understanding to different pieces of music • How they perform with increasing accuracy, fluency, control and expression with their voice and instruments they play • recognising and using features related to styles from different places and different times features related to styles from different places and different times. 			
Key Concepts	Specific Knowledge and Skills Upper Key Stage Two			
	Cycle A		Cycle B	
	British Rock - Beatles and Queen (2023-2024 only=Elton John and The Eurythmics)		Muddy Waters and Ella Fitzgerald	
<p>Pupils learn about, use, embed and apply the following musical concepts: pitch, pulse, rhythm, dynamics, tempo, duration, texture, timbre, structure and melody- <i>'The elements of music describe the constituent parts of music in a broad and abstract fashion. This has implications for the situations in which people can generalise their knowledge of the elements to new situations or contexts'</i> (Ofsted Music Review 2021).</p>	<p>Pupils learn how to listen to and understand different songs composed by the two bands and, in particular, they unpick key concepts characteristic of the different songs, as well as features of the two genres for comparison. For example: in a Beatles song, how a fast tempo makes music appropriate to dance to; how the drum kit plays a back beat; how songs have a common rock 'n' roll structure (eg introduction 4 bars long, verse 8 bars long, chorus 8 bars long and verse and chorus repeated); how the dynamics are loud but louder in the chorus; how timbre is created through the bass guitar, drums and hand claps.</p>		<p>Pupils learn how to listen to and understand key songs recorded by both musicians, identifying, discussing and responding to key concepts within each musical style. For example: they learn how vocal harmony is created and combined with lead vocal lines in Ella Fitzgerald's It's Only a Paper Moon; how the song conforms to a standard 32 bar AABA structure; how a syncopated rhythm is used within the melody; how timbre is created through the use of voice, piano, guitar and string bass, and how the melody is made up of an ascending and descending pitch. Pupils learn how to compare the two musicians</p>	

	<p>Pupils learn, for example, that 'Yellow Submarine' is played at 110 beats per minute-they learn to identify and feel the pulse at that speed by going to the website below and setting the metro to 4 beats per bar and 110 beats altogether, and clapping a long after listening.</p> <p>Pupils understand and use a range of key musical terms to analyse and appraise.</p>	<p>work and how to appraise and describe the music using key musical vocabulary (see learning expectations and year group vocabulary progression lists).</p>
<p>Pupils learn to sing and compose with creativity and self-confidence.</p>	<p>Pupils create a song map to support them in learning about, and comparing the structure and layers of a song.</p> <p>Pupils learn how to sing and record songs recorded by the two bands, including composing and performing their own musical accompaniment, inspired by one of the songs from either group.</p> <p>Pupils record their composition and explain how they can improve their work.</p>	<p>Pupils learn how to compose and perform a blues or jazz piece of music, using and applying key concepts which shape the style of music. For example, they select, using Charanga Freestyle (use of digital technologies to compose music), pupils select a typical instrument of jazz or blues eg. trumpet, and select a musical style-they create a composition on a pentatonic scale around a backing track. They challenge themselves by focusing on It's Only a Paper Moon (Key = Bb Major) and creating an improvisation around the song (tuned classroom instruments eg. recorder/glocks) using Bb Major Pentatonic Notes: Bb C D F G</p> <p>Pupils record their composition and explain how they can improve their work.</p>

Pupils learn about the history of music.	<p>Pupils learn about key recordings and musical styles of The Beatles and Queen, including dates they were released and their impact on music. Pupils learn about the impact the bands had on music and how their influence can be heard in music today. They learn, for example, that The Beatles were heavily influenced by rock 'n' roll artists such as Elvis Presley and Chuck Berry, and that the genre rock 'n' roll was developed in North America in the 1950s through combining the features of gospel, jazz and rhythm 'n' blues music (make prior connection with Ella F and Muddy W-jazz and blues).</p>		<p>Pupils learn about key recordings of Muddy Waters and Ella Fitzgerald, including dates when they were released and their impact on music. Pupils learn about the roots of Blues and Jazz music. For example, they learn that jazz is an original style of American Music. It is a blend of many styles of music including gospel music, brass bands, African music, blues, and Spanish music. They learn that jazz bands can be unique in that they create rhythm from a wide variety of instruments, and they learn that the rhythms can shift and change throughout the song.</p>
Project Endpoints	<ul style="list-style-type: none"> • Know about and can compare two musicians • Know about, analyse and can compare two different styles of music, including the history of each style – use of a range of accurate musical vocabulary and language • Can use a musical style as inspiration for own composition • Can describe the impact of musical styles on contemporary music of today • Can accurately sing songs from the Beatles and Queen, and create a composition to accompany their singing- plan and compose an 8- or 16-beat melodic phrase using up to five notes /or the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest-challenge to create a chordal accompaniment • Use of software eg Charanga to record and/or compost 		<ul style="list-style-type: none"> • Know about and can compare two musicians • Know about, analyse and can compare two different styles of music, including the history of each style - use of a range of accurate musical vocabulary and language • Can use a musical style as inspiration for own composition- plan and compose an 8- or 16-beat melodic phrase using up to five notes /or the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest-challenge to create a chordal accompaniment • Can describe the impact of musical styles on contemporary music of today • Use of software eg Charanga to record and/or compose
Musical Skills Map Upper Key Stage Two	Performing	Composing	Listening and Appraising

	<ul style="list-style-type: none">• sing in harmony confidently and accurately-three and four-part rounds• perform parts from memory• Sing a broad range of songs, including those that involve syncopated rhythms, as with a sense of ensemble and performance. Include observing rhythm, phrasing, accurate pitching and appropriate style• Understand and read crotchets, rests, quavers and minims, dotted quavers and semi-breves• take the lead in a performance• improvise and compose for a range of contexts• perform in ensemble/solo with: Increasing accuracy Precision Fluency• follow a conductor's cues for the interrelated dimensions of music and begin to respond to cues for expression	<ul style="list-style-type: none">• use a variety of different musical devices in composition (including melody, rhythms and chords)• accurately recreate similar styles of music which pupils have appraised• create and record own composition using formal notation• <u>Represent changes in pitch, dynamics and texture using graphic notation, and justify choices with reference to musical vocabulary</u>	<ul style="list-style-type: none">• analyse features within different pieces of music using musical vocabulary accurately• accurately recall a part of the music listened to• <u>compare and contrast the impact that different composers from different times have had on people of that time</u>• <u>Discuss musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</u>• <u>Recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (pop art, film music)</u>• <u>Identify the way that features of a song can complement one another to create a coherent overall effect</u>	
Vocabulary	<ul style="list-style-type: none">• Projection• Pitch• Pulse• Dynamics• Tempo• Timbre	<ul style="list-style-type: none">• Structure• Texture• Melody• Improvisation• Genres of music• Traditions	<ul style="list-style-type: none">• Style indicators• Fluency• Precision• Interrelated dimensions of music	<ul style="list-style-type: none">• Accent• Bass• Notation• Diction• Interval• Syncopation

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- dotted quavers
- semi-breves

Deepening Understanding

When learning during the music projects pupils will deepen their knowledge in:

- Listening with increased musical understanding to different pieces of music
- How they perform with increasing accuracy, fluency, control and expression with their voice and instruments they play
- recognising and using features related to styles from different places and different times features related to styles from different places and different times.

Knowledge and Skills – Weekly Singing and Instruments

KS1	Instrument	Singing
	<p>Pupils learn how to play an Ocarina so that they can play simple tunes as part of the class.</p> <p>Pupils learn how to keep to the pulse as they play a tune on the Ocarina.</p> <p>Pupils explore a variety of tuned and untuned instruments.</p> <p>They identify instruments within a piece of music and recognise different timbre changes within the music.</p> <p>Pupils play tuned/untuned instruments to an accompaniment.</p>	<p>Pupils understand the importance of warming up their voices for projection without shouting, and to support accurate pitch in singing and a pleasant tone.</p> <p>Through listening and appraising music and using their voices in different ways when singing, pupils learn that different types of sounds are called timbres.</p> <p><u>Pupils learn to sing short songs from memory, with melodic and rhythmic accuracy</u>, and in unison.</p> <p>Pupils learn how to keep a steady pulse when listening to a piece of music.</p> <p><u>They learn to sing back short melodic patterns by ear</u> and to use body percussion to repeat short melodic patterns (use of call and response songs).</p> <p>They respond to simple visual directions.</p> <p>Pupils learn how to use their voices to sing songs and speak chants and rhymes, with a small pitch range and with increasing vocal control.</p>

		<p>They sing songs with a small pitch range accurately.</p> <p>They know the meaning of dynamics and tempo and learn to follow directions when singing.</p> <p>They develop their understanding of the difference between pulse and rhythm.</p> <p>Pupils sing a song in two parts eg. a round.</p>
LKS2	Instrument	Singing
	<p>Pupils begin by learning how to play a recorder so that they can play simple tunes as part of the class.</p> <p>Pupils learn to use listening skills to correctly order phrases using dot notation, recognising high and low phrases.</p> <p>They develop their playing of tuned percussion across two years, to perform melodies following an increasing range of staff notation- crotchets, rests, quavers and minims.</p> <p>They learn to perform in two or more parts from simple notation and can copy short melodic phrases and increasingly challenging rhythms, on both tuned and untuned instruments.</p> <p>Pupils learn how to play with increasing accuracy and fluency, for example in keeping time with one another.</p> <p>They learn to use musical vocabulary such as key concept vocabulary to communicate improvements to their own, and others' work.</p> <p>They play tuned/untuned instruments in ensemble/solo contexts.</p>	<p>Pupils learn how to sing a widening range of unison songs with varying styles and structures, and with increasing accuracy and fluency.</p> <p>They perform action songs confidently and walk, move or clap a steady beat with others, changing tempo.</p> <p>Pupils sing a song with more than one part, including rounds and partner songs and sing, holding their part.</p> <p>They learn to control subtle dynamic changes using their voices, learning to follow a conductor's cues to show a change in dynamics.</p> <p>Pupils continue, throughout lower KS2, to widen their repertoire of songs with range of an octave, and including small and large leaps.</p> <p>They sing in ensemble with:</p> <ul style="list-style-type: none"> • Precision • Expression • Articulation <p>Pupils develop the confidence to perform solo.</p>
UKS2	Instrument	Singing
	<p>Pupils learn to play melodies on the keyboards, following staff notation on one stave- crotchets, rests, quavers, minims and dotted quavers and semi-breves.</p> <p>Pupils use untuned instruments to compose complex rhythms. They demonstrate control with instruments, eg: dynamics, expression.</p> <p>Pupils develop the skill of playing by ear on tuned instruments.</p>	<p>Pupils learn to sing a broad range of songs from memory, with accurate pitch and from an extended repertoire, with sense of ensemble and performance.</p> <p>As a group, pupils learn to to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Pupils continue to develop the confidence to perform solo.</p>

	<p>They learn to accompany the same melody with block chords or a bass line.</p> <p>Pupils play in an ensemble.</p>	<p>Pupils develop their skills in singing songs which include use of syncopated rhythms.</p> <p>They learn about how the features and the structure of a song complement one another to create the overall effect.</p> <p>They sing with a sense of ensemble and performance and sing: in 3 and 4 part rounds; partner songs and songs that are in parts and include harmony.</p> <p>Pupils incorporate all techniques needed to sing well, for example, in school assemblies and school performance opportunities:</p> <ul style="list-style-type: none"> • Warming up • Projection • Precision • Expression • Articulation • Control of breath
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