

St Denys Captivating Curriculum

Music



Intent

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 world.

Well Being	Creativity	Communication	Choice	Challenge
Our curriculum has physical, mental and emotional well-being at its heart. Children only learn if they are safe, well and happy.	Our curriculum harnesses the power of possibility and fosters creative thought, enabling children to solve problems and express themselves in different ways	Our curriculum ensures that children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms.	Our curriculum provides children with the knowledge, skills and understanding to make informed choices	Our curriculum provides challenge for all learners, teaches learners to seek challenge and develops the resilience they need to embrace it

National Curriculum 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.

Key Stage 1 Subject Content

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 interrelated dimensions of music.

Key Stage 2 Subject Content

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
- 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.

Music Curriculum Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Harvest Festival October Children will: Sing and learn songs for Harvest Festival	Christmas show Songs/production Children will: Listen and Appraise: Sing and learn songs to perform in a Christmas performance	<u>My Stories</u> Children will: Learn about the foundations of the interrelated dimensions of music (Pulse and Pitch). Learn to sing and play classroom instruments within a song.	<u>Our World</u> Children will: Respond to different styles of music. Explore and create using voices and classroom percussion instruments.	<u>Big Bear Funk</u> A transition unit that prepares children for their musical learning in Y1.	Reflect, rewind, replay: Children will: consolidate the learning of the interrelated dimensions of music. Practise songs for Summer concert
Year 1	Harvest Festival October Children will: Sing and learn songs for Harvest Festival	Christmas Songs Songs/production Children will: Listen and Appraise: Sing and learn songs to perform in a Christmas performance	<u>Soundscapes</u> <u>Action Songs</u> Children will: Listen and Appraise Create class composition using class percussion instruments	<u>In the Groove</u> Children will: Listen and Appraise Explore different styles of music Play tuned percussion within a song.	<u>Round and Round</u> Children will: Listen and appraise. Play musical games, sing, play instruments and improvise.	Reflect, rewind, replay: children will: consolidate the learning of the interrelated dimensions of music. Practise songs for Summer concert
Year 2	Harvest Festival October Children will: Sing and learn songs for Harvest Festival	Christmas Songs/production Children will: Listen and Appraise: Sing and learn songs to perform in a	Exploring Feelings Through Music. Charanga MMC Children will: celebrate a wide range of musical styles. The lessons	Tula Baba Charanga Children will: Listen and Appraise this African Lullaby, and explore rhythm	Zoo time! (Reggae) Children will: Listen and Appraise. Embed the interrelated dimensions of music	Reflect, rewind, replay Children will: Consolidate the learning of the interrelated dimensions of music

	<p>Hands Feet Heart (South African Music) Children will: Listen and Appraise. Embed the interrelated dimensions of music through games, singing, playing instruments, improvising and composing</p>	Christmas performance	support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing.	through games, body percussion, singing, playing instruments, Perform and Share.	through games, singing, playing instruments, improvising and composing Perform and Share.	Practise songs for Summer concert
Year 3	<p>Harvest Festival October Children will: Sing and learn songs for Harvest Festival</p> <p>Everyone Plays! Singing Children will: Learn good habits regarding posture, breathing and voice projection. Learn the basics of how to sing musically. Explore different styles of songs. Perform and Share</p>	<p>Christmas Children will: Listen and Appraise: Sing and learn songs to perform in a Christmas performance</p>	<p>Everyone Plays! Ukulele Learn the basics of how to play the Ukulele.</p> <p>Learn to play: open strings and pieces using open strings</p> <p>Learn where these notes are on the stave.</p> <p>Learn Chord C</p> <p>Perform and share</p>	<p>Everyone Plays! Ukulele Continue to play musically.</p> <p>Recap on chord C Learn to play chords F and Am. Play these chords within a piece.</p> <p>Develop note reading skills. Perform and share</p> <p>Extension: Pupils learn G7 as an extra challenge.</p>	<p>Glock Stage 1 charanga.</p> <p>Children will learn about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills, and reading music notation through the glockenspiel</p> <p>Perform and share</p>	<p>Reflect, rewind, replay: Children will: Consolidate the learning of the interrelated dimensions of music: pitch, pulse, rhythm, temp and chords.</p> <p>Practise songs for the Summer concert Perform and share</p>

Year 4	<p>Harvest Festival October Children will: Sing and learn songs for Harvest Festival</p> <p>Mama Mia Using the interrelated dimensions of music children will: Listen and Appraise. Play musical games, sing, and play instruments such as glockenspiels. Perform and share.</p>	<p>Christmas Songs Children will: Listen and Appraise: Sing and learn songs to perform in a Christmas performance</p>	<p>Glockenspiel Stage 2 Charanga.</p> <p>Children will learn about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills, and reading notation.</p> <p>Perform and share</p>	<p>Beethoven 5th Symphony BBC 10 Pieces. Children will: Listen and Appraise. Learn the history of music relevant to Beethoven. Learn the Riff/Ostinato that this piece is based upon through playing the glockenspiel develop note reading skills, and compose. Perform and Share</p>	<p>Instruments of the Orchestra Children will: Explore the instruments of the orchestra, learn about the families of instruments and how instruments are played and the sounds created.</p>	<p>Reflect, rewind, replay:</p> <p>Children will: Consolidate the learning of the interrelated dimensions of music: pitch, rhythm, pulse, tempo, dynamics, chords and timbre.</p> <p>Practise songs for the Summer Concert.</p> <p>Perform and share.</p>
Year 5	<p>Harvest Festival October Children will:</p>	<p>Christmas Songs Children will: Listen and Appraise:</p>	<p>Dr Who BBC 10 pieces Children will: Listen and Appraise</p>	<p>BoomWhackers Children will: Listen and Appraise.</p>	<p>Mama Don't Allow Children will: Listen and Appraise.</p>	<p>Reflect, rewind, replay Children will:</p>

	<p>Sing and learn songs for Harvest Festival</p> <p>Living on a Prayer Charanga</p> <p>Children will: Listen and Appraise. Embed the interrelated dimensions of music through games, singing, and playing instruments, Perform and Share.</p>	<p>Sing and learn songs to perform in a Christmas performance</p>	<p>Learn repeated rhythmic patterns (riff/ostinato).</p> <p>How music can be made using Natural Sounds</p> <p>Compose own pieces in the style of Dr Who using Natural Sounds.</p> <p>Perform and Share</p>	<p>Play along to pieces of music using different forms of notation.</p> <p>Develop their knowledge of rhythm and pulse, tempo, rhythm and chords. Perform and share</p>	<p>Learn about Blues music and it's history. Compose their own lyrics to Mama Don't Allow</p> <p>Perform and Share.</p>	<p>Consolidate the learning of the interrelated dimensions of music: rhythm, pitch, pulse, tempo, chords, dynamics and timbre.</p> <p>Practise songs for a Summer concert.</p> <p>Perform and share></p>
Year 6	<p>Harvest Festival October Children will: Sing and learn songs for Harvest Festival</p> <p>Short Ride in a Fast Machine (BBC 10 Pieces) Children will: Listen and Appraise Develop knowledge on Riff/Ostinato Compose using Short Ride in a Fast</p>	<p>Christmas Songs Children will: Listen and Appraise: Sing and learn songs to perform in a Christmas performance</p>	<p>Rap Project Introduction to rap music Children will: Listen and Appraise Recognise a 4 beat phrase Recognise an 8 beat phrase Compose a rap on a given topic</p> <p>Perform and Share</p>	<p>Reggae: Three Little Birds Children will: Listen and Appraise. Learn about the history of Reggae music. Sing Three Little Birds. Explore Reggae songs using previous knowledge of Ostinato/Riff</p> <p>Perform and Share.</p>	<p>Wonder A Pop song in the Rhythm and Blues genre, based on the Pentatonic scale Children will: Sing from memory with attention to phrasing and dynamics.</p> <p>Perform and share</p> <p>Extension: Create and perform a rhythmic backing to accompany Wonder.</p>	<p>Reflect, rewind, replay Children will: Consolidate the learning of the interrelated dimensions of music: rhythm, pulse, pitch, tempo, dynamics, chords, timbre and texture.</p> <p>Learn songs for Y6 show.</p> <p>Learn songs for Summer Concert</p>

	Machine as inspiration. Write down in form of Graphic Score Perform and share.					Perform and share.
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Skills Progression at St Denys

Music Skills Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Children should: -use their voice to sing, speak and chant.	Children should: -Use their voice to sing, speak and chant. -Make different sounds using their voice, -Repeat short, rhythmic and melodic patterns. -Make a sequence of sounds. -Follow instructions about when to sing.	Children should: -Sing and follow a melody. -Sing/clap, pulse increasing/decreasing in tempo. -Use vocal sounds to express feelings. -Sing with expression and pay attention to the pitch shape of the melody.	Children should: -Sing a tune with expression. -Develop singing and clapping to a pulse/beat. -Sing in a two-part harmony.	Children should: -Perform a simple part rhythmically -Sing songs from memory with accurate pitch -Use beat box techniques to imitate familiar sounds.	Children should: -Breathe in the correct place when singing. -Maintain their part whilst others are performing their own part. -Sing in unison and canon.	Children should: -Sing a harmony part confidently and accurately. -Perform parts from memory. -Take a lead in a performance.

Rhythm	Children should: -clap short rhythmic patterns.	Children should: -Clap/click short rhythmic patterns -Repeat short, rhythmic and melodic patterns -Play simple rhythmic patterns on an untuned instrument - Perform simple actions at the same tempo.	Children should: -Perform simple patterns and accompaniments keeping a steady pulse. -Play simple rhythmic patterns on a tuned instrument -Sing/clap, pulse increasing or decreasing in tempo? -Sing in two parts.	Children should: -Perform simple patterns and accompaniments keeping a steady pulse. -Develop rhythmic patterns on a tuned instrument -Sing/clap with the pulse increasing/decreasing in tempo. -Use their voice and actions to perform simple rhythms with a steady beat.	Children should: -Improvise using repeating patterns -Perform a simple part rhythmically -Copy and repeat rhythms and a short melody.	Children should: Improvise within a group using melodic and rhythmic phrases.	Children should: Improvise within a group using melodic and rhythmic phrases.
Playing Instruments (Untuned, tuned, technology)	Children should: -use instruments to make a sound.	Children should: -Use instruments to perform -Make different sounds with instruments -Follow instructions about when to play -Play high and low pitches in music.	Children should: -Play simple rhythmic patterns on an instrument -Perform rhythmic patterns using percussion.	Children should: -Play clear notes on an instrument -Create repeated patterns with different instruments -Use tuned and untuned instruments to create soothing repetitive music -Combine sounds to create different musical textures.	Children should: -Perform a simple part rhythmically -Classify instruments by the way sound are produced.	Children should: -Accompany a song with tuned or untuned instruments. -Create musical effects using contrasting pitch -Maintain their part whilst others are performing their own part. -Change sounds or organise them differently to	Children should: -Perform parts from memory -Take the lead in a performance.

						change the effect.	
Composing	Children should: - be able to make their own music.	Children should: -Make a sequence of sound. -Choose sounds to represent different things.	Children should: -Order sounds to create a beginning, middle and end -Create music in response to different starting points Choose sounds which create an effect -Use symbols to represent sounds.	Children should: -Compose melodies and songs -Create accompaniments for tunes -Combine different sounds to create a specific mood or feeling -Use simple notation to compose -Create a call and response.	Children should: -Use notations to record sequences of pitches. (Chords) -Use notations to record compositions in a small group or individually -Begin to compose an introduction for a song -Compose a rap.	Children should: -Compose music which meets specific criteria -Use their notations to record groups of pitches. (Chords) -Choose the most appropriate tempo for a piece of music.	Children should: - be able to use a variety of different musical devices in their composition. (Including melody, rhythms and chords)
Listening, understanding and evaluating	Children should: -be able to say whether they like or dislike a piece of music.	Children should: -Respond to different moods in music -Say whether they like or dislike a piece of music	Children should: -Make connections between notations and musical sounds - Improve their own work	Children should: -Improve their work, explaining how it has improved -Use musical words (the elements of music) to describe	Children should: -Use notations to interpret sequences of pitches -Explain the place of silences and say what effect it has	Children should: -Describe, compare and evaluate music using musical vocabulary -Explain why they think their music is	Children should: -Evaluate how the venue, occasion and purpose affects the way a piece of music is created

		<ul style="list-style-type: none"> -Follow instructions about when to sing -Identify changes in pitch and respond to them with movement 	<ul style="list-style-type: none"> -Listen out for particular things when listening to music -Recognise and respond to a steady beat -Identify and respond to changes in pitch, upwards and downwards. 	a piece of music and compositions <ul style="list-style-type: none"> -Use musical words to describe what they like and dislike -Recognise the work of at least one famous composer/musician -Listen to and know what a chord is -Understand that music can be organised in layers. 	<ul style="list-style-type: none"> -Start to identify the character of a piece of music -Describe and identify the different purposes of music -Recognise the work of several famous composers/musicians -Begin to understand ABA structure. 	successful or unsuccessful <ul style="list-style-type: none"> -Suggest improvements to their own or others work -Contrast the work of famous composers/musicians and show preferences. 	<ul style="list-style-type: none"> -Analyse features within different pieces of music -Compare and contrast the impact that different composers/musicians from different times will have had on the people on that time.
Vocabulary	Volume	Volume Pitch Tempo	Volume Pitch Pulse Tempo	Pitch Pulse Tempo Melody Dynamics Rhythm Chord	Pitch Pulse Tempo Melody Dynamics Rhythm Duration Chord Canon Minor	Pitch Pulse Tempo Melody Dynamics Duration Chord Rhythm Structure	Pitch Pulse Tempo Melody Dynamics Duration Chord Rhythm Structure Timbre Texture