

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Harvest Festival 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	My Stories 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.	Our World Children will: Respond to different styles of music. Explore and create using voices and classroom percussion instruments.	Big Bear Funk 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	Keeping the pulse (My favourite things) -keeping a steady pulse together -moving to the beat	Tempo (Snail & Mouse) - using voices, bodies and instruments to respond to music - understand how tempo can shape a musical story	Dynamics (Seaside) - explore connections between music, sounds and environments - use percussion instruments, vocal sounds and body percussion - use varying dynamics,	Sound patterns (Fairytale) - clap and read different sound patterns - use sound patterns to retell fairy tales	Pitch (Superheroes) - identify high and low notes - compose a simple tune, combining different pitches	Musical symbols (Under the Sea) - interpret musical symbols - play tuned percussion instruments

			understanding the contrast between loud and soft sounds			
Year 2	Call and response (Animals) - call and response sound patterns - Using rhythm and pulse to build a strong sense of musical communication	Instruments (Musical storytelling) - Understand how music can tell a story through the use of different instruments - Create a story soundscape	Singing (On this Island) - Identify how music can represent different environments by singing songs and creating contrasting soundscapes. - use instruments, body percussion and folk songs to evoke the atmosphere of three different landscapes.	Contrasting dynamics (Space) - Explore the effect of varying loud and soft sounds	Structure (Myths and Legends) - Explore structure through listening, analysing and performing - Perform sound patterns in a simple structure using instruments and voices	Pitch (Musical Me) - Connect melody to specific pitches - Use instruments to accurately recreate a tune - Recognise how simple symbols can represent pitch
Year 3	Instrumental lessons – learning to play the Ukelele	Instrumental lessons – learning to play the Ukelele	Stylistic features (Ballads) - learn what ballads are, how to identify their	Developing singing technique (The Vikings) - Developing singing technique	Creating compositions in response to an animation (Mountains) - Learn to tell stories	Traditional instruments and improvisation (India) - listen to a range

			features and how to convey different emotions when performing them. - Compose lyrics by incorporating rhyming words and following the structure of a traditional ballad.	- Learning to keep in time and follow musical notation and rhythm - Perform as a group	through music. - Consider dynamics, pitch and tempo and how they change - Create original compositions to match an animation, building up layers of texture.	of rag and tal music - Identify traditional instruments - create their own improvisations and perform as a class.
Year 4	Body and tuned percussion (Rainforests) Use body percussion and tuned percussion to create layered rhythms	Changes in pitch, tempo and dynamics (Rivers) -Listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. - Represent different stages of the river through vocal and percussive ostinatos	INSTRUMENTAL LESSONS – learning to play the glockenspiel	INSTRUMENTAL LESSONS – learning to play the glockenspiel	Samba and carnival sounds and instruments -Explain what samba music is and its traditional features - Clap on the off beat and be able to play a syncopated rhythm - Play in time and with confidence	Adapting and transposing motifs (Romans) -Identify motifs aurally and play a repeated pattern on a tuned instrument. - Create and perform a motif, notating it with reasonable accuracy. - Transpose their motif, using

						sharp or flat notes where necessary and change the rhythm.
Year 5	Composition notation (Ancient Egypt) - Identify the pitch and rhythm of written notes Experiment with notating compositions in different ways to develop understanding of staff notation	Blues - Identify key features and mood of Blues music, its importance and purpose Combine 12-bar Blues and Blues scale to create an improvised piece with a familiar, repetitive backing	Composition to represent the festival of colour - Create a graphic score and describe how this matches the general structure of a piece of music. - Create a vocal composition in response to a picture and justify their choices using musical terms. - Create a vocal composition in response to a colour. - Record their compositions	Looping and remixing - Learn how dance music is created, focusing particularly on the use of loops Create dance music versions of well-known songs	INSTRUMENTAL LESSONS – revisiting and progressing my instrumental skills	INSTRUMENTAL LESSONS – revisiting and progressing my instrumental skills

			in written form. - Work as a group to perform a piece of music.			
Year 6	Dynamics, pitch and texture – Fingal’s Cave - Engage in discussion about the sounds of an orchestral piece. - Have a selection of varied vocabulary in response to what they hear. - Change dynamics and pitch, differentiating between the two. - Change texture within their group improvisation	Film music - Explore and identify the characteristics of film music - Create a composition and graphic score to perform alongside a film	Theme and variations: Pop Art - Explore the musical concept of theme and variation - Discover how rhythms can translate onto different instruments	Baroque -Explore the music and composers of the Baroque Period -Investigate the structural and stylistic features of their work.	Songs of WW2 - Develop greater accuracy in pitch and control - identify pitches within an octave when singing - use knowledge of pitch to develop confidence when singing in parts.	Singing – Leavers’ Performance -Prepare songs for a performance

	and talk about its effect. - Create a graphic score to represent sounds. - Follow the conductor to show changes in pitch, dynamics and texture.					
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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.	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	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.

		-Follow instructions about when to sing.	pitch shape of the melody.				
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 change the effect.	Children should: -Perform parts from memory -Take the lead in a performance.
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	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)

				-Create a call and response.			
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 the like or dislike a piece of music -Follow instructions about when to sing -Identify changes in pitch and respond to them with movement	Children should: -Make connections between notations and musical sounds - Improve their own work -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.	Children should: -Improve their work, explaining how it has improved -Use musical words (the elements of music) to describe a piece of music and compositions -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.	Children should: -Use notations to interpret sequences of pitches -Explain the place of silences and say what effect it has -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.	Children should: -Describe, compare and evaluate music using musical vocabulary -Explain why they think their music is successful or unsuccessful -Suggest improvements to their own or others work -Contrast the work of famous composers/musicians and show preferences.	Children should: -Evaluate how the venue, occasion and purpose affects the way a piece of music is created -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	Pitch Pulse Tempo Melody Dynamics Duration Chord	Pitch Pulse Tempo Melody Dynamics Duration Chord

					Chord Canon Minor	Rhythm Structure	Rhythm Structure Timbre Texture
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