



Curriculum Overview for Music

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Range of Opportunities

Early Years

- Begin to build a repertoire of songs.
- Explore the different sounds of musical instruments.
- Create simple representations of events, people and objects.

Key Stage 1 – Year 1/2

Pupils at Bunny C of Primary are taught to:

- Use their voices expressively 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.

Key Stage 2 – Year 3/4/5/6

Pupils at Bunny C of E Primary are taught to:

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music

Due to the music curriculum being skills based, children will revisit each skill within a different context (linked to their topic) every academic year.

Year 1 / 2	
National Curriculum Objective	
<p>Listening</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> Children will listen to a variety of songs, copying nursery rhymes and actions from the class teacher. They will listen to a diverse range recorded and live music, commenting on their observations and emotional reactions. Children will imitate changes in pitch, dynamics and tempo.
<p>Performing</p> <ul style="list-style-type: none"> Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> Children will take part in singing, accurately following the melody. They will follow instructions on how and when to play a musical instrument. They will perform as a class and in small groups. Children will make and control long and short sounds with their voices and instruments.
<p>Musical concepts</p> <ul style="list-style-type: none"> Children will learn about the 'ingredients' of music and apply these to the other areas of their musical learning. 	<ul style="list-style-type: none"> Pulse and tempo - Children will identify the beat and recognise changes in tempo. Pitch (High and Low) - Children will identify and differentiate between high and low pitches Dynamics – (Loud and quiet) Children will identify and differentiate between loud and quiet.
<p>Composition</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Children will clap rhythms and choose sounds for effect. They will sequence sounds to create short musical patterns. Create short rhythmic phrases.

Curriculum Map for Music

<p>Transcription</p>	<ul style="list-style-type: none"> Children will use symbols to represent a composition and use them to help with performance.
<p>Year 3 / 4</p>	
<p>National Curriculum Objective</p>	
<p>Listening</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. 	<ul style="list-style-type: none"> They will listen to a diverse range recorded and live music, commenting on their observations and emotional reactions. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.
<p>Performing</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Maintain a simple part within a group. Perform with control and awareness of others.
<p>Musical concepts</p> <ul style="list-style-type: none"> Children will learn about the elements of music and apply these to the other areas of their musical learning. Develop an understanding of the history of music 	<ul style="list-style-type: none"> Children will understand the terms duration, timbre, pitch, beat, tempo, texture and silence. Children will be able to evaluate music using musical vocabulary Children will discuss their effect on mood and feeling.

Curriculum Map for Music

<p>Composition</p> <ul style="list-style-type: none"> Improvise and compose music using the inter-related dimensions of music separately and in combination. 	<ul style="list-style-type: none"> Compose and perform melodic songs. Create repeated patterns with a range of instruments. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.
<p>Transcription</p> <ul style="list-style-type: none"> Use and understand the basics of the stave and other musical notations. 	<ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical stave Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
<p>Year 5 / 6</p>	
<p>Listening</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. 	<ul style="list-style-type: none"> They will listen to a diverse range recorded and live music, commenting on their observations and emotional reactions. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate the historical and social context of a variety of pieces of music and establish why particular sounds were created and why compositions were composed. Evaluate music using musical vocabulary to identify areas of likes and dislikes Understand layers of sounds and discuss their effect on mood and feelings.
<p>Performing</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. 	<ul style="list-style-type: none"> Sing or play from memory with confidence. Sing or play expressively and in tune. Hold a part within a round. Perform solos or as part of an ensemble. Sustain a drone or a melodic ostinato to accompany singing.

Curriculum Map for Music

	<ul style="list-style-type: none">• Sing a harmony part confidently and accurately.• Perform with controlled breathing (voice) and skilful playing (instrument).
Musical concepts <ul style="list-style-type: none">• Children will learn about the elements of music and apply these to the other areas of their musical learning.• Develop an understanding of the history of music	<ul style="list-style-type: none">• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies. Accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.• Describe how lyrics, and tone often reflect the cultural context of music and have social meaning.
Composition <ul style="list-style-type: none">• Improvise and compose music using the inter-related dimensions of music separately and in combination.	<ul style="list-style-type: none">• Create songs with verses and a chorus.• Create rhythmic patterns with an awareness of timbre and duration.• Thoughtfully select elements for a piece in order to gain a defined effect.• Convey the relationship between the lyrics and the melody.• Use digital technologies to compose, edit and refine pieces of music.• Combine a variety of musical devices, including melody, rhythm and chords. Use drones and melodic ostinati (based on the pentatonic scale).
Transcription <ul style="list-style-type: none">• Use and understand the basics of the staff and other musical notations.	<ul style="list-style-type: none">• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.• Read and create notes on the musical staff.• Use and understand simple time signatures.• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.• Understand and use the # (sharp) and ♭ (flat) symbols