



Music Subject Statement¹

*This document supports the school vision
Caring For Others And Courageously Striving
For Excellence*

Our music curriculum aims to promote pupils' understanding of, and commitment to, our school values; **compassion, resilience, trust** and support pupils' spiritual, moral, social and cultural development; including their understanding of right and wrong, of equal opportunities for all and of the school learner behaviours – to be **aspirational, community-minded, curious, determined and independent**.

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 canon.

Our music curriculum is based around *Listening and Appraising; Musical Activities (creating and exploring); and Singing and Performing*. Music lessons are taught discretely, but children also have lots of extra opportunities to sing (e.g. in collective worship, to support learning in the wider curriculum, or for specific performances). Music is inclusive to all; whether it be listening, vocalising, movement or musical exploration, the chance to create and appreciate music can be accessed by all our pupils.

Our 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.

EYFS Year R

Music activities contribute to all three of the key areas that form a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving:

- communication and language
- physical development
- personal, social and emotional development.

Music activities are key to teaching and learning in the *Being Imaginative and Expressive* strand of *Expressive Arts and Design*

In Key Stage 1

Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and un-tuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; and experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They 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

¹ DfE produced a Model Music Curriculum in March 2021; during 2021-22, the programme of study shown here will be reviewed and revised in the light of this new guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974358/Model_Music_Curriculum_Key_Stage_1_2_FINAL.pdf

increasing aural memory; and use and understand staff and other musical notations. They appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; and develop an understanding of the history of music.

Teaching and learning:

- Long and medium term planning cycles are on a two-year cycle so that pupils have complete coverage of the NC Programme of Study.
- The key whole-school resource used to plan and teach music lessons is *Charanga Music School*; pupils have access to guitars, ukuleles, xylophones, djembe drums, recorders and percussion instruments.

Assessment and progression

- Information about prior attainment recorded on Target Tracker supports lesson planning
- Teacher questioning and assessment activities from *Charanga Music School* are used to assess children’s prior knowledge
- Formative assessment (Assessment for Learning) by the teachers (and teaching assistants) is part of every lesson so that misconceptions can be addressed as they arise

Extra-curricular opportunities

We have visiting music teachers who provide lessons so that pupils can learn instruments and play as part of a band. Children who take part in these lessons are given the opportunity to perform in front of an audience.

Music Programme of Study

EYFS

Year R	Sing songs and rhymes to develop communication and language skills. Sing and dance to help express feelings and ideas. Share music making with others to reinforce positive relationships with adults and other children. Move in a range of new ways by dancing in time with music. Play music instruments to a tune.
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Singing

Year 1	Take part in singing Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low.
Year 2	Sing songs in ensemble following the tune (melody) well. Use voice to good effect understanding the importance of warming up first. Perform in ensemble with instructions from the leader. Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).
Year 3	Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble. Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes.
Year 4	Sing in tune, breathe well, pronounce words, change pitch and dynamics. Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. Improvise within a group using more than 2 notes.
Year 5	Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Improvise on own with increasing aural memory.
Year 6	Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale.

Musical activities (creating and exploring)

Year 1	Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low- pitch; loud and quiet – dynamics; fast and slow – tempo; quality of sounds – timbre).
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Year 2	Carefully choose sounds to achieve an effect. Order sounds to create an effect (structure – beginnings/endings). Create short musical patterns. Create sequences of long and short sounds – rhythmic patterns (duration). Control playing instruments so they sound as they should. Use pitch changes to communicate an idea. Start to compose with two or three notes.
Year 3	Compose and perform melodies using two or three notes. Use sound to create abstract effects. Create / improvise repeated patterns (ostinato) with a range of instruments. Effectively choose, combine and control sounds (texture / structure).
Year 4	Compose and perform melodies using three or four notes. Make creative use of the way sounds can be changed, organised and controlled. Create accompaniments for tunes using drones or melodic ostinato (riffs). Create rhythmic patterns with awareness of timbre and duration.
Year 5	Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs (raps – structure). Identify where to place emphasis and accents in a song to create effects. (duration).
Year 6	Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. Use ICT to organise musical ideas (where appropriate).
Appraising	
Year 1	Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).
Year 2	Identify the pulse in music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments.
Year 3	Internalise the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving.
Year 4	Know how the pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres. Identify cyclic patterns.
Year 5	Know how pulse, rhythm and pitch fit together. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others’ music.
Year 6	Know how other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others’ work.
Listening, appraising and performing	
Year 1	Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.
Year 2	Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch to organise music. Change sounds to suit a situation. Make own sounds and symbols to make and record music. Start to look at basic formal notation play by ear first. Know music can be played or listened to for a variety of purposes (in history/ different cultures).
Year 3	Use musical dimensions together to compose music. Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Play with a sound then-symbol approach. Use silence for effect and know symbol for a rest (duration). Describe different purposes of music in history/ other cultures.
Year 4	Combine sounds expressively (all dimensions). Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Know that sense of occasion affects performance. Describe different purposes of music in history/ other cultures.

Year 5	Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). Read/ work out the musical stave. Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Describe different purposes of music in history/ other cultures.
Year 6	Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own music (adding dotted quavers). Use different venues and occasions to vary performances. Describe different purposes of music in history/ other cultures.