Curriculum Development Document

Music

Achieve Believe Care

Curriculum Rationale

At Howley Grange we strive to ensure that our curriculum enables all children to gain the wisdom and courage to make positive choices now, and in their futures.

Howley Grange is committed to providing children with an ambitious curriculum that is broad and balanced. We recognise the upmost importance of ensuring children gain fundamental literacy and numeracy skills and that they have opportunities to develop their individual interests and specialisms in a wide variety of subjects.

Staff plan key questions to encourage the use of enquiry, as well as focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout our school. Our curriculum is designed to help learners to remember the content they are taught in the long term and to integrate new knowledge into larger concepts. Parents, staff and most importantly our children tell us that they enjoy their learning and are eager to find out about the topics and themes, often choosing to take their learning beyond the classroom.

Purpose of Study

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 canon.

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.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage One: Coverage

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.

Key Stage Two: Coverage

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.

Overview of Music

Y1	Y2	Y3	Y4	Y5	Y6
Unit 1 Start with singing: finding my singing voice	Unit 1 Start with singing: learning through singing games	Unit 1 Start with playing: adding percussive layers to build to texture in our songs	During the year the children will be having whole class instrumental tuition on the Ukulele and Cornet, taught by specialist teachers from Dudley Performing Arts.	Rehearsal and performance for Young Voices Concert	Unit 7 Compose and create: nature documentary inspired film scores
Unit 2 Singing together: how singing makes me feel	Unit 2 Singing together: how singing helps us work together				
Unit 3 Compose and Create: exploring and performing rhythm patterns	Unit 3 Compose and create: recording our musical ideas using a graphic score	Unit 2 Singing together: how songs are used in communities		Unit 1 Sing, play, perform: adding tuned accompaniment to part-singing	Unit 6 Singing for performance: conveying emotion and character through performance
Unit 4 Music and movement: feeling the pulse and changing the tempo	Unit 4 Music and movement: using symbols to represent pitch			Unit 3 Compose and rehearse: creating and combining minimalist cells	
Unit 5 Compose and create: high and low melodic responses	Unit 5 Singing for performance: adding a simple vocal accompaniment	Unit 3 Compose and create: notating and performing using rhythm grids		Unit 4 Playing together: discovering different vocal timbres	

Unit 6 Singing for performance: changing tempo and dynamics in our songs	Unit 6 Compose and create: soundscapes of the sea			Unit 5 Singing for performance Pupils to sing and perform confidently as part of an ensemble, using effective rehearsal skills to create an engaging performance.	Rehearsal and performance for end of year production

EYFS

The EYFS framework is structured differently to the National Curriculum as it is organised into seven areas of learning rather than subject areas, having said this, the skills taught in EYFS feed into National Curriculum subjects. **This table outlines the most relevant statements taken from the EYFS statutory framework and Development Matters . These are the prerequisite knowledge and skills for Music within the National Curriculum.** **The most relevant statements for music are taken from the following areas of learning: 'Communication and Language' and 'Expressive Arts and Design'. These are planned for and delivered through discrete 'Expressive Arts and Design' teaching sessions but are also incorporated into 'Choosing to Learn time'.**		
Reception	Communication and Language	• Sing a large repertoire of songs. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Expressive Arts and Design	• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design-Being Imaginative and Expressive	• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage One: Progression of Knowledge and Skills

	Year 1	Year 2
Musicianship: Understanding Music	• Recognise and respond to a steady pulse. • Understand the difference between pulse and rhythm. • Identify fast and slow (tempo). • Identify loud and quiet (dynamics). • Recognise high and low sounds (pitch). • Begin to understand that music can change and communicate different feelings.	• Maintain a steady pulse independently and within a group. • Understand the difference between pulse, rhythm and pitch. • Recognise and describe changes in tempo, dynamics and pitch. • Recognise ascending and descending melodies. • Understand how different sounds and layers combine to create music. • Use musical vocabulary including pulse, rhythm, pitch, tempo and dynamics.
Listening: Respond/Analyse	• Listen attentively to a range of musical styles. • Describe music using simple vocabulary (fast, slow, loud, quiet, high, low). • Identify the pulse when listening. • Share personal responses and feelings about music. • Recognise changes in tempo and dynamics.	• Listen attentively to a range of musical styles and traditions. • Identify pulse, rhythm, pitch, tempo and dynamics in music. • Describe how music creates mood and atmosphere. • Discuss likes, dislikes and emotional responses to music. • Recognise different vocal and instrumental sounds. • Comment on their own and others' performances using simple musical vocabulary.
Singing	• Sing a range of songs from memory. • Use an increasingly confident singing voice. • Match pitch within a comfortable vocal range. • Start and stop together following a leader. • Sing with appropriate dynamics and tempo. • Demonstrate good posture and breathing when singing.	• Sing songs confidently from memory. • Match pitch with increasing accuracy. • Participate in singing games and call-and-response songs. • Sing with awareness of tempo and dynamics. • Maintain a simple vocal ostinato alongside a main melody. • Develop confidence singing independently and with others. • Perform songs with expression and control.
Notation	• Use simple symbols and pictures to represent sounds. • Follow pictorial or graphic representations of rhythms. • Recognise that sounds can be written down and remembered. • Begin reading simple rhythm patterns through icons or visual prompts.	**Graphic notation:** create and follow graphic scores using pictures, symbols, shapes and lines. • Represent sounds using self-created symbols. • Record musical ideas using graphic scores. **Pitch notation:** represent pitch movement with arrows, lines and pitch ladders showing higher and lower sounds. • Begin showing melodic patterns through symbols. **Rhythm notation:** read and perform simple rhythm patterns from visual representations. • May begin using simple rhythm syllables such as *ta* (crotchet) and *ta-a* (minim) through practical work.

		Use of restricted note sets to allow children to improvise successfully while avoiding clashing notes and prepare them for later pentatonic work (C – D – E – G and G – A – B – D).
Playing Instruments	• Explore and play classroom percussion instruments safely. • Play a steady pulse on untuned percussion instruments such as drums, tambourines, shakers, claves and woodblocks. • Copy and perform simple rhythm patterns. • Demonstrate different ways of producing sounds. • Play fast/slow and loud/quiet when directed. • Explore high and low sounds using voice and, where available, tuned percussion instruments such as glockenspiels or chime bars.	**Untuned percussion:** drums, tambourines, shakers, claves, woodblocks, guiros and hand percussion. • Maintain a steady pulse. • Copy and perform rhythm patterns. • Accompany songs and soundscapes. **Tuned percussion:** glockenspiels, chime bars and xylophones (where available). • Explore and perform simple melodic patterns. • Play and improvise using a restricted four-note set. • Follow conductor signals and simple graphic scores.
Creating: Improvising	• Experiment freely with voices, body percussion and instruments. • Create simple rhythmic responses. • Improvise using high and low sounds. • Make musical choices independently. • Respond musically to a given stimulus or question.	• Improvise rhythmic patterns using body percussion and instruments. • Create musical question-and-answer phrases. • Improvise short melodic patterns using four notes. • Respond to visual, verbal and musical stimuli. • Make independent musical choices when improvising. • Explore different ways of organising sounds.
Creating: Composing	• Create and organise simple rhythm patterns. • Create short melodic responses using high and low sounds. • Use graphic symbols to remember musical ideas. • Select sounds to match a simple intention or feeling. • Combine sounds into a short musical sequence.	• Compose short rhythmic patterns and phrases. • Record musical ideas using graphic notation. • Create simple melodic phrases using four notes. • Compose and organise sounds into a graphic score. • Create sea-themed soundscapes using voices and percussion. • Layer sounds to create texture. • Refine and improve compositions after listening back.
Performing	• Perform individually and as part of a group. • Keep a steady pulse during performances. • Follow simple performance instructions. • Demonstrate basic audience awareness. • Perform songs, rhythms and simple compositions with growing confidence. • Use changes in dynamics and tempo when performing.	• Perform confidently as part of a group and individually. • Maintain a steady pulse while singing and playing. • Perform from graphic scores. • Sing and play with increasing accuracy. • Perform simple instrumental accompaniments. • Perform vocal ostinati alongside songs. • Demonstrate good performance etiquette and audience awareness. • Evaluate and improve performances through rehearsal.

Key Stage Two: Middle Years Progression of Knowledge and Skills

	Year 3	Year 4
Musicianship: Understanding Music	• Understand and maintain a steady pulse within an ensemble. • Secure understanding of pulse, rhythm and tempo. • Understand **texture** by combining rhythmic layers. • Recognise how musical parts fit together to create an ensemble performance. • Understand how songs are used for different community purposes and celebrations. • Identify repetition, ostinato and layered rhythms within music.	During the year the children will be having whole class instrumental tuition on the Ukulele and Cornet, taught by specialist teachers from Dudley Performing Arts. Children will be taught about the musical elements (pitch, rhythm, melody, timbre, dynamics, duration and timbre) through the course of learning their instruments and will read musical notation. Children will be assessed according to their progress and ability on their instruments.
Listening: Respond/Analyse	• Listen attentively to songs from different communities, cultures and traditions. • Identify pulse, rhythm, tempo, dynamics and texture in music. • Recognise layered percussion parts. • Explain how music can bring communities together. • Describe musical features using appropriate vocabulary. • Evaluate performances and compositions with increasing musical understanding.	
Singing	• Sing confidently with accurate pitch and clear diction. • Sing songs from memory. • Maintain an independent part when singing. • Demonstrate awareness of phrasing and expression. • Sing songs associated with community and cultural traditions. • Perform songs as part of a group with increasing musical independence.	
Notation	• Read and perform from **rhythm grids**. • Understand that symbols can represent rhythmic duration and placement within a beat. • Use rhythm grids to record and organise rhythmic ideas. • Begin to recognise standard rhythmic notation alongside rhythm grids. • Read, write and perform simple rhythmic patterns using crotchets (♩), paired quavers (♪♪) and crotchet rests. • Understand bar lines and simple repeated rhythmic structures.	
Playing Instruments	**Untuned percussion:** djembe drums, hand drums, tambourines, shakers, woodblocks, claves and other classroom percussion. • Perform rhythmic ostinati. • Maintain an independent rhythmic layer while others perform contrasting patterns.	

	• Play accurately from rhythm grids. • Build texture through layered percussion performance. • Demonstrate ensemble awareness.	
Creating: Improvising	• Improvise rhythmic responses using body percussion and instruments. • Create and adapt rhythmic ostinati. • Explore different ways of layering rhythms. • Improvise within a given pulse. • Make decisions about rhythm, dynamics and texture.	
Creating: Composing	• Compose short rhythmic phrases. • Create rhythmic patterns using rhythm grids. • Combine rhythm patterns to create texture. • Develop and refine group compositions. • Select appropriate percussion sounds to achieve a desired effect. • Organise musical ideas using written notation and rhythm grids.	
Performing	• Perform rhythmic patterns accurately from notation. • Maintain an individual part within an ensemble. • Perform layered percussion pieces confidently. • Demonstrate control of pulse, tempo and dynamics. • Rehearse, refine and improve performances. • Perform songs and instrumental pieces with awareness of audience and ensemble members.	

Key Stage Two: Upper Years Progression of Knowledge and Skills

	Year 5	Year 6
Musicianship: Understanding Music	• Understand how melody, harmony, accompaniment and texture combine within an ensemble. • Identify major and minor tonality and describe their contrasting moods. • Understand minimalist techniques including repetition, looping, layering and gradual change. • Recognise and control different vocal timbres. • Understand the relationship between melody and accompaniment. • Develop understanding of ensemble balance, phrasing and musical expression.	• How musical elements (pitch, tempo, dynamics, timbre, texture, rhythm and structure) affect mood and meaning. • How composers use motifs, repetition, variation and layering to develop musical ideas. • That music can communicate atmosphere, emotion, character and narrative. • How harmony contributes to texture. • How music can be created, manipulated and shared using digital technology. • Identify and explain how musical elements influence a listener. • Use musical vocabulary accurately when discussing music. • Make informed musical decisions to communicate a specific purpose or mood. • Select appropriate musical features to achieve artistic intentions.
Listening: Respond/Analyse	• Identify melody, accompaniment, ostinato, timbre, texture and harmony in music. • Recognise features of minimalist music, including repeated cells and layering. • Compare major and minor melodies. • Evaluate how different vocal timbres create different effects. • Analyse performances using appropriate musical vocabulary. • Listen critically to improve ensemble performance and compositions.	• Music serves different purposes including storytelling, performance and film scoring. • Performers and composers make interpretative choices. • Different musical responses can be equally valid if justified. • Listen critically and attentively to a range of music. • Identify how music creates atmosphere, tension, drama, emotion and character. • Compare performances and compositions. • Suggest improvements using musical vocabulary. • Justify opinions and evaluations with evidence from the music.
Singing	• Sing confidently in two or more parts. • Maintain an independent vocal line whilst another part is performed. • Explore and perform using contrasting vocal timbres (bright, soft, breathy, strong). • Demonstrate clear diction, good posture and breath control. • Sing with expression, dynamics and phrasing. • Learn and perform repertoire for **Young Voices concerts**, including maintaining part-singing, following a conductor and performing with large-scale accompaniment. • Sing while incorporating simple choreographed movement where appropriate.	• The importance of posture, breathing and vocal health. • How vocal timbre, articulation, diction and phrasing affect communication. • How harmony parts create texture within songs. • How singers convey emotion and character through performance. • Sing confidently in unison and harmony. • Maintain an independent vocal part. • Demonstrate accurate pitch and secure intonation. • Control dynamics and phrasing effectively. • Adapt vocal quality to suit mood, style and character.

		• Perform with expression and audience awareness.
Notation	• Read and write music on a five-line stave. • Read and write notes in the treble clef. • Use bar lines and 4/4 time signatures correctly. • Read and write crotchets, paired quavers, minims, semibreves and crotchet rests. • Record repeated rhythmic and melodic ostinati. • Recognise and use repeat signs. • Use dynamic markings including **p (piano)** and **f (forte)**. • Compose and notate a melody in a minor key. • Follow standard notation during rehearsal and performance. • Learn to recognise, play and notate the notes **A, B, C, D, E, F and G** when composing melodies in **A minor**. These notes form the A minor scale and are used when writing a minor melody on a stave. • Learn that **A, C and E** can be combined to create the **A minor chord (triad)**, which can be used as an accompaniment to their compositions. • When improvising and accompanying songs on glockenspiels, pupils often use the **C major pentatonic notes: C, D, E, G and A** because these notes work well together and enable successful improvisation. • Learn how the position of these notes on the stave relates to pitch, enabling them to read, perform and compose short melodies using standard notation rather than graphic notation.	• Music can be represented through traditional notation, graphic notation and digital sequencing. • Scores communicate pitch, rhythm, dynamics, articulation and expression. • Technology provides alternative methods for recording and organising musical ideas. • Follow and interpret vocal scores. • Use notation to support rehearsal and performance. • Recognise melodic shapes and expressive markings. • Organise and sequence musical ideas digitally. • Record and edit musical ideas using digital technology.
Playing Instruments	• Perform tuned accompaniments alongside singing. • Maintain an independent instrumental part within an ensemble. • Play repeating ostinato patterns and accompaniments. • Follow standard notation while performing. • Demonstrate accuracy in rhythm and pitch. **Instruments used:** Glockenspiels and chime bars. Untuned percussion including drums, tambourines and shakers may be used for pulse and ensemble work.	• Different instruments create distinctive timbres. • Instrument choice contributes to mood and atmosphere. • Textures can be created through layering instrumental sounds. • Play classroom percussion and tuned instruments accurately. • Maintain pulse and rhythm within an ensemble. • Select appropriate sounds and instruments for a musical purpose. • Record, edit and layer instrumental parts using GarageBand. • Balance their part appropriately within an ensemble.
Creating: Improvising	• Improvise melodic phrases using notes from a given scale. • Experiment with repeating rhythmic and melodic cells. • Develop and vary short melodic ideas. • Improvise using different vocal timbres. • Explore improvisation within minor tonality. • Respond musically to a stimulus and adapt ideas collaboratively.	• Improvisation is a method of generating and developing musical ideas. • Musical ideas can be altered and refined through experimentation. • Improvise melodies, motifs, rhythms and sound effects. • Explore different timbres and textures. • Experiment with vocal, instrumental and digital sounds. • Respond creatively to stimuli such as images, film and character.

		• Refine ideas through repeated experimentation.
Creating: Composing	• Create minimalist musical cells and combine them into larger structures. • Compose repeating rhythmic and melodic ostinati. • Compose and refine melodies in a minor key. • Organise music into clear phrases and sections. • Develop accompaniments to support melodies. • Record compositions accurately using stave notation. • Evaluate and improve compositions through rehearsal.	• Effective compositions are planned, developed, evaluated and refined. • Motifs can represent characters, settings, emotions and events. • Musical structures help organise larger compositions. • Composers manipulate musical elements to communicate meaning. • Compose original music for a specific purpose. • Develop and vary motifs. • Create atmosphere, tension, emotion and drama. • Structure music effectively. • Layer sounds to create texture. • Use digital technology to compose, edit and refine music. • Evaluate and improve their own compositions.
Performing	• Perform confidently from standard notation. • Maintain a vocal or instrumental part independently. • Rehearse effectively and respond to feedback. • Demonstrate control of tempo, dynamics and expression. • Perform part-songs with tuned accompaniment. • Participate in whole-school and public performances. • Perform **Young Voices repertoire** confidently as part of a massed choir. • Perform accompanied dances linked to concert repertoire, coordinating movement with pulse, phrasing and musical structure. • Demonstrate appropriate concert etiquette and audience awareness.	• Successful performances require rehearsal, collaboration and reflection. • Musical performances communicate ideas, emotions and stories. • Audience awareness influences performance choices. • Rehearse effectively and independently. • Perform confidently as part of an ensemble. • Maintain accuracy, balance and expression. • Use stage presence and characterisation effectively. • Communicate meaning through singing, movement and music-making. • Present digital compositions and live performances. • Evaluate performances and identify areas for improvement.