

Our Music Curriculum

Intention:

Our Vision for music is for:

All our pupils to develop an understanding of culture and history in relation to themselves individually, their local music heritage and music from different parts of the world.

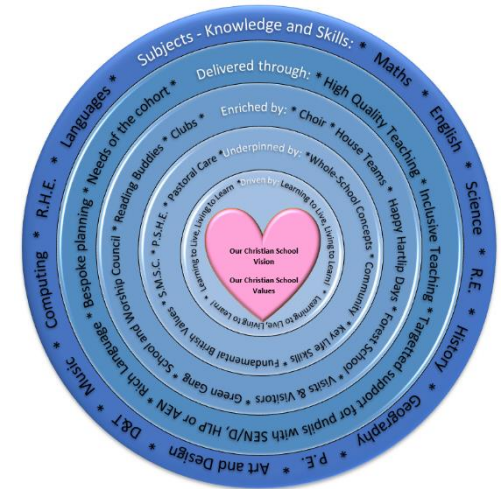
All our pupils to enjoy the engaging experience of music and develop their musical potential and develops an appreciation of the value of music. We want children to have a curiosity for the subject and a respect for the role that music may play in any person's life. We want to create a passion for music that will be enduring – Learning to Live, Living to Learn.

Pupils will feel connected to their local community through engagement with village and wider community, Swale network events and national/global initiatives – Our Locality, Our UK, Our World.

Music contributes significantly to the distinctive Christian ethos of our school; it is an integral part of daily, weekly worship and special celebrations.

Implementation:

Through our music, our pupils develop the fundamental competencies of confidence, curiosity, teamwork, communication, creativity, perseverance, and craftsmanship. They develop an understanding of the impact that music can have on their own and others' lives and the role it plays in society.



The learning has been mapped out over the course of a 2-year cycle, ensuring a progression of skills and knowledge with no gaps nor unnecessary repetition. Our curriculum has been built around the Primary National Curriculum and the Model Music Curriculum, as well as the Educational Programmes and ELGs for EYFS.

Impact:

Through a broad and balanced curriculum, we provide a variety of musical experiences which develops learning, improves knowledge and promotes pupil well-being through building up the confidence of all children. Music can impact the way that children feel, think and act; our music curriculum encourages the body and mind to work together, develop motor skills and allow self-expression within our pupils.

Music Curriculum Map

Terms:		Autumn: Our Locality		Spring: Our UK		Summer: Our World	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
'Learning to Live, Living to Learn' Concepts and Skills:		<ul style="list-style-type: none"> ➤ Our Christian School Vision ➤ Get Heartsmart ➤ Creativity ➤ Democracy 	<ul style="list-style-type: none"> ➤ People and community ➤ Friendship ➤ Too much selfie isn't healthy ➤ Empathy ➤ Founder's Day 	<ul style="list-style-type: none"> ➤ Resilience ➤ Trust ➤ Don't forget to let love in ➤ Rule of Law 	<ul style="list-style-type: none"> ➤ Forgiveness ➤ Problem-solving ➤ Don't hold on to what is wrong ➤ Tolerance 	<ul style="list-style-type: none"> ➤ Communication ➤ Environment ➤ Thankfulness ➤ Fake is a mistake ➤ Mutual Respect 	<ul style="list-style-type: none"> ➤ Peace ➤ No way through isn't true ➤ Thinking ➤ Individual Liberty ➤ World sporting events
Year	Cycle	Skills, Themes and Knowledge					
Yr 1 (and YrR)	A	Autumn - Beat and rhythm	Celebrations and Festivals - exploring sounds and notation	In the Jungle - exploring pitch	Fantasy magical creatures - Exploring tempo/dynamics	Voyages and adventures/seas - patterns	Journeys - performing
		Big Red Combine Harvester Menu Song In the Autumn Vivaldi- Autumn movement Scarves Food glorious food	Diwali song exploring sounds and symbols Firework sounds- notation Football rap Music from India- Bhangra Winter – Vivaldi Christmas music	Colonel Hathi's March- Jungle Book Soundscape -of jungle sounds Walking through the jungle The Green wide-mouth tree frog (3TT)	Sorcerer's Apprentice- tbc Cinderella –ballet music Circle dance for May Day- Round the Maypole Song and Dance	As I was walking down the street May day dance When I was one Noah's Ark Rap Composing to illustrate story	Marches- Little Train of Kaipiera Music from around the world
	B	Harvest - Beat and rhythm	Christmas - exploring sounds and notation	By the Seaside - exploring pitch	Once upon a time- - Exploring tempo/dynamics	All creatures great and small - patterns	Space and aliens - performing
		Oats and Beans and Barley Grow Singing Games Bow Bow Bow Belinda Jump Jim Joe Pinocchio	The Nutcracker- ballet music Moving and listening Come dance with Me Christmas music	Down there under the sea Under the sea- Disney Saint-Saens Aquarium- composing Treasure Island play- Three Singing Pigs/ Little Red Riding Hood	The king is in the castle – Musical stories- Rapunzel Sleeping Beauty musical play Sleeping Beauty/ Cinderella- ballet music	Carnival of the animals- Saint-Saens s- orchestral instruments Minibeast songs- Five fine bumble bees Flight of the Bumble Bee Grasshopper Danced Country Dance- Ally Galoo	Planet Suite- Mars Star Wars- The Aliens-Three Tapping Teddies Spring- Up and Down Dig in the garden Playing chime bars and xylophones
Yr 2	A&B	Good to be me - Beat and tempo	Tudors - beat and rhythm	Fire fire! - Exploring sounds and notation	Weather - Exploring pitch	Oceans - Tempo/dynamics	Africa - Performing together
		Cauliflowers Fluffy Tony Chestnut Singing games – Eh Memarie Slap clap clap Exploring keyboards- familiarisation of layout	Listening to Tudor music Christmas Music	Exploring sounds and materials Hairy scary Castle – composing sounds London's burning	Minibeasts Music express- The Seasons Weather songs-It's raining it's pouring – intro to 5-line stave	May Day Dance Kidenza- orchestra experience Rockpool Rock Singing games – Here comes Sally Who stole my chickens?	Kye kye kule Obwisana Hakuna matata- with drumming Djembe Drumming Performing together

		Giant keyboard- illustrating stories with sound effects		Four Whole days song- one note drone- G/E melody pattern	May day dance- In and out the dusty Bluebells/ The Toe Tap (ME)		
Yr 3/4	A					<i>MusicPlus-Ukulele/recorder- see Kent Music Documentation- exploring the inter-related dimensions of music through learning an instrument-plus notation, composition and improvisation</i>	
		Harvest Song I've been to Harlem- Body percussion Pentatonic scales Rhythm cups - patterns Composition -ostinato patterns	My dog is a good dog Jambo Sunshine in my heart Tango	Ukulele/recorder Three little birds Reggae Calypso -singing rounds Mexican Wave Preparation for a performance	township/ gumboot dance Preparation for a concert	Blues scale- 12 bar blues May Day – Round the Maypole dance/instrumental folk music Singup listening unit Mingulay Boat song/Scottish folk music/Bengali folk song	Amazing Egyptians -song Scales- Egyptian scale Pentatonic scales Make that sound! - sound and materials
					<i>MusicPlus-Ukulele/recorder- see Kent Music Documentation- exploring the inter-related dimensions of music through learning an instrument-plus notation, composition and improvisation</i>		
	B	Harvest rock and roll Rock and roll music- Hound dog- Elvis Chilled out clap rap	Song writing Music hall songs/band Music Pulse/beat /metre Daisy Bell/ Any Old Iron Music hall medley Christmas Music	Ukulele/recorder Tongo-singing in 2 parts Step back baby	Preparation for a performance to the school or Music Hub This little light of mine Gospel music Improvisation Ukulele/recorder	Performance for May Day Jazz and improvisation Ukulele/recorder	Songs in Spanish/French Ukulele/recorder Preparation for a concert
Yr 5/6	A	Let's harvest Playing in an ensemble/recorders/ Ukuleles/keyboards Stand by Me-keyboards and recorders- notations and stave notations	Fossils- Saint-Saens- Carnival of the animals Film Music-Touch the sky Hans Zimmer- The Earth and other film music I wish it could be Christmas every day Song structure Introduction to song writing Christmas Music	Hey Mr Miller- Glen Miller and other WW2 iconic performers Chords Garageband - with help!	Music theatre performance - Pirates of Penzance- Gilbert and Sullivan	Folk music from around the world May day celebration Morris dancing- Seventeen come Sunday Vaughan Williams- folk song suite The Orchestra- revision	Music Express units Year 3- Greek instruments/ Year 5 The underworld- composing music for Orpheus and the Underworld Ensemble for Leavers Service Music for a Summer's afternoon
	B	Harvest Samba- singing in 2 parts Instrumental accompaniment Samba music- layering rhythms Ocarina Keep the home fires burning Chords/fanfares Fanfare for the common man- Copland	Young Voices preparation Singing in parts Music from different periods Dance moves Music Futures- chair drumming- playing in an ensemble Performing Winter Wonderland Christmas music	Drones-ostinato Tudor music- Byrd/Dowland Arrangements- dances- La Volta Garageband	Sea Shanties/Work songs from around the world What shall we do with the drunken sailor? Chords Folk music from around the country	Now is the month of Maying – madrigal- dance Summer is a coming in – 4 part round with ostinato patterns May day celebration Square dance- Shepherd's Hey/ensemble playing	Music Theatre performance- Oliver Ensemble for leavers service Music for a Summers afternoon



Skills and Knowledge Progression Sequence

**please note many of the skills can occur in more than one set. They have been placed in the 'best fit' category*

	Pre-requisite	Year R	Year 1	Year 2	Year 3 and 4 (over 2-years)	Year 5 and 6 (over 2-years)
Vocabulary	Song, sing, up, down,	Beat, rhythm, pulse, pitch- high/low, long/short, loud/quiet, tune, tempo- fast/slow, verse/chorus, ta, t-ti, range of names of instruments, both tuned and untuned, question and answer, names of different ensembles- orchestra, jazz band, body percussion, pattern, sound/silence, soundmap, Ballet, choir			Scale, pentatonic, ascending, descending, stave, treble, bass, rests, tempo, rounds, accompaniment, texture, dynamics, crescendo, diminuendo, ostinato, unison, solo, metre (2,3,4 time) names of a wider range of instruments, notation words- crochet, quaver, minim, semibreve-tika -tacka, graphic score, rock band	Scales- major/minor, modes, notation words/ sharp/flat/natural, metre time signatures – simple and compound, and irregular ones, syncopation, Italian words for tempo. Italian words for dynamics, notation words- semiquaver, dotted notes, staccato legato, chords, harmony. Textures- duet, trio, quartet, ensemble band, orchestra, sequence, repetition, theme and variation, rondo, introduction, coda, words from music history- baroque, classical, fusion
Singing	<ul style="list-style-type: none"> ➤Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') ➤Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs 	<ul style="list-style-type: none"> ➤Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> ➤I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently. ➤Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. 	<ul style="list-style-type: none"> ➤I can sing a song in two parts. ➤Sing songs regularly with a pitch range of do-so with increasing vocal control. ➤Sing songs with a small pitch range pitching accurately. ➤Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) 	<ul style="list-style-type: none"> ➤I can sing as part of an ensemble with confidence and precision. ➤I can sing songs with multiple parts with increasing confidence ➤Sing a widening range of unison songs of varying styles and structures with a larger pitch range tunefully and with expression. Perform forte and piano, loud and soft. ➤Perform actions confidently and in time 	<ul style="list-style-type: none"> ➤I can sing as part of an ensemble with increasing confidence and precision ➤I can sing as part of an ensemble with full confidence and precision. ➤Sing songs of increasing complexity and challenge, using a larger pitch range and greater dynamic, stylistic content ➤Sing in two or more parts

Music

			<ul style="list-style-type: none"> ➤ Begin with simple songs with a very small range, mi-so and then slightly wider Include pentatonic songs ➤ Sing call and response songs to control vocal pitch and to match the pitch they hear with accuracy. 		<ul style="list-style-type: none"> to a range of action songs ➤ Sing in a range of contexts ➤ Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony ➤ Follow directions for dynamics 	
<p>Listening</p>		<ul style="list-style-type: none"> ➤ Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> ➤ I can concentrate and listen to a piece of music. ➤ I can name different musical instruments ➤ I can use musical words and phrases to describe a piece of music ➤ I can say what I like or dislike about a piece of music and describe how it makes me feel. ➤ I can listen to, copy and repeat a simple rhythm or melody. 	<ul style="list-style-type: none"> ➤ I can listen to and understand different pieces of high quality live and recorded music. ➤ I can understand that timbre describes the character or quality of a sound ➤ I can understand that texture describes the layers within the music ➤ I can understand that structure describes how different sections of music are ordered. ➤ I can describe a piece of music using musical language. 	<ul style="list-style-type: none"> ➤ I can listen with direction to a range of high-quality music. ➤ I can confidently recognise a range of musical instruments ➤ I can begin to listen to and recall sounds with increasing aural memory. ➤ I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators ➤ I can confidently recognise a range of musical instruments and the different sounds they make. ➤ I can use musical language to appraise a piece or style of music. 	<ul style="list-style-type: none"> ➤ I can listen with attention to detail and recall sounds with increasing aural memory. ➤ I can develop an increasing understanding of the history and context of music. ➤ I can listen with attention to detail and recall sounds with increasing aural memory and accuracy. ➤ I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians. ➤ I can appropriately discuss the dimensions of music and recognise them in music heard.



					<ul style="list-style-type: none"> ➤ I can listen to and recall sounds with increasing aural memory 	
Composing	<ul style="list-style-type: none"> ➤ Create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> ➤ Improvise simple vocal chants, using question and answer phrases. ➤ Create musical sound effects and short sequences of sounds in response to stimuli, Combine to make a story, choosing and playing classroom instruments or sound-makers ➤ Understand the difference between creating a rhythm pattern and a pitch pattern. ➤ Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. ➤ Use music technology (Chromelab) to capture, change and combine sounds. ➤ Recognise how graphic notation can represent created sounds. Explore and invent own symbols ➤ Use Chromelab to experiment with combinations of sound 	<ul style="list-style-type: none"> ➤ I can improvise a simple rhythm using different instruments including my voice ➤ I can use tuned and untuned classroom percussion to compose and improvise. ➤ I can experiment with, create, select and combine sounds using the inter-related dimensions of music. ➤ Create music in response to a non-musical stimulus ➤ Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. ➤ Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. ➤ Use music technology (Chromelab) to capture, change and combine sounds. 	<ul style="list-style-type: none"> ➤ I can understand that composition is when a composer writes down and records a musical idea. ➤ I can understand that improvisation is when a composer makes up a tune within boundaries. ➤ Become more skilled in improvising inventing short 'on-the-spot' responses using a limited note-range. ➤ Structure musical ideas to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli ➤ Experiment with composing and layering sounds using www.learningmusicablet.com 	<ul style="list-style-type: none"> ➤ I can compose more complex rhythms using my aural memory. ➤ I can create a simple composition and record it using formal notation ➤ I can improvise and compose music for a range of purposes using the inter-related dimensions of music. ➤ Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. ➤ Improvise over a steady beat with an awareness of dynamics, pitch and tempo ➤ Record ideas using a range of methods ➤ Be introduced to Garageband 	
Performing	<ul style="list-style-type: none"> ➤ Play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> ➤ I can perform rhymes, raps and songs ➤ I can follow the conductor or band leader. ➤ I can understand that dynamics describe how loud or quiet the music is. 	<ul style="list-style-type: none"> ➤ I can confidently perform rhymes, raps and songs ➤ I can play instruments using the correct techniques with respect. ➤ I can practise, rehearse and perform music to an audience with confidence. 	<ul style="list-style-type: none"> ➤ I can play and perform in solo or ensemble contexts with increasing confidence ➤ Learn instruments in whole class contexts in the MusicPlus programme 	<ul style="list-style-type: none"> ➤ I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression. ➤ I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. 	



			<ul style="list-style-type: none"> ➤ I can use tuned and untuned classroom percussion to play accompaniments and tunes. 	<ul style="list-style-type: none"> ➤ Play and perform melodies following staff notation using a small range ➤ Develop the skill of playing by ear on tuned instruments, 	<ul style="list-style-type: none"> ➤ Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. ➤ Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. ➤ Perform simple, chordal accompaniments to familiar songs ➤ Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.
<p>Musicianship and Notation</p>		<p><u>Pulse/beat</u></p> <ul style="list-style-type: none"> ➤ I can find the pulse by moving my body (walk, move or clap a steady beat) ➤ I can respond to changes in tempo ➤ Use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. ➤ I can understand that tempo describes how fast or slow the beat is. <p><u>Rhythm</u></p> <ul style="list-style-type: none"> ➤ I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse ➤ Perform short copycat rhythm patterns accurately, led by the teacher. ➤ Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. ➤ Perform word-pattern chants create, retain and perform their own rhythm patterns. ➤ Begin to use stick notation 	<p><u>Pulse/beat</u></p> <ul style="list-style-type: none"> ➤ I can find the pulse and internalise it in my head ➤ Understand that the speed of the beat can change, creating a faster or slower pace (tempo). ➤ Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. ➤ Walk in time to the beat of a piece of music or song ➤ Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. ➤ Identify the beat groupings in familiar music that they sing regularly and listen to, <p><u>Rhythm</u></p> <ul style="list-style-type: none"> ➤ Play copycat rhythms, copying a leader, and invent rhythms for 	<ul style="list-style-type: none"> ➤ I can find the pulse in songs/music with confidence ➤ Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. ➤ I can understand some formal, written notation which includes crotchets, minims, quavers and rests and other types of notation – tab for ukulele ➤ I can copy increasingly challenging rhythms using body percussion and untuned instruments. ➤ Follow and perform simple rhythmic scores to a steady beat ➤ Follow graphic scores 	<ul style="list-style-type: none"> ➤ I can understand how pulse, rhythm and pitch work together. ➤ I can improvise with increasing confidence using my own voice, rhythms and varied pitch. ➤ I can understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff. ➤ I can develop a deeper understanding of the history and context of music ➤ I can deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.

		<p><u>Pitch</u></p> <ul style="list-style-type: none"> ➤ I can understand that pitch describes how high or low sounds are ➤ Listen to sounds in the local school environment, comparing high and low sounds. ➤ Sing familiar songs in both low and high voices and talk about the difference in sound., ➤ Follow pictures and symbols to guide singing and playing ➤ Begin with simple songs with a very small range, mi-so and then slightly wider <p>Include pentatonic songs</p>	<p>others to copy on untuned percussion.</p> <ul style="list-style-type: none"> ➤ Create rhythms using word phrases as a starting point ➤ Read and respond to chanted rhythm patterns ➤ Create and perform their own chanted rhythm patterns ➤ Develop understanding of stick and dot notation <p><u>Pitch</u></p> <ul style="list-style-type: none"> ➤ Play a range of singing games matching voices accurately ➤ Sing short phrases independently within a singing game or short song. ➤ Respond independently to pitch changes heard in short melodic phrases, indicating with actions ➤ Recognise dot notation and match it to 3-note tunes played on tuned percussion ➤ Play patterns using do-mi-so la 		
<p>End of Key Stage end points</p>	<p>ELG:</p> <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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. 		