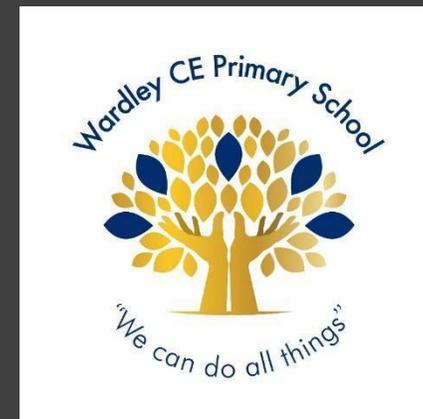
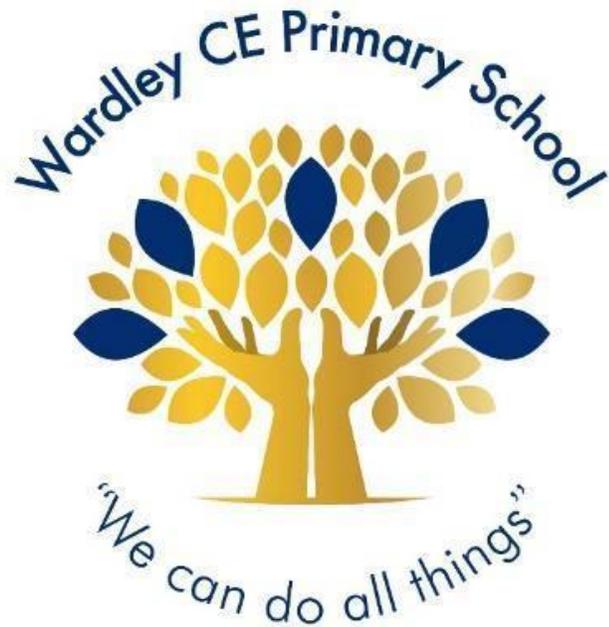


Music Curriculum



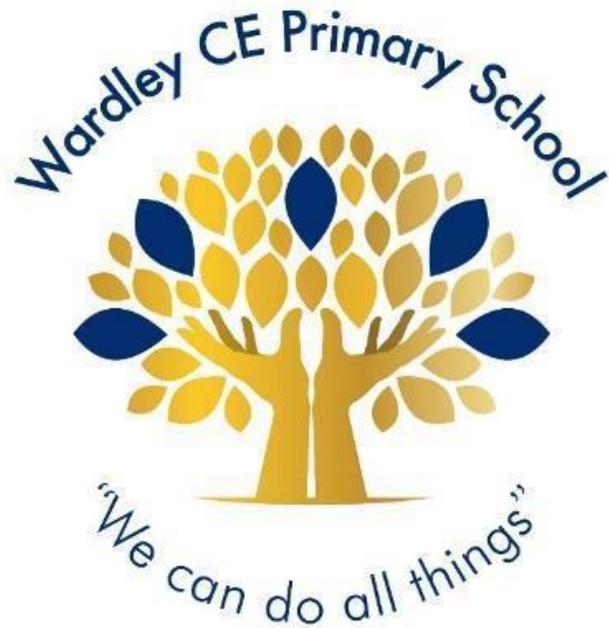
Curriculum Intent



The curriculum intent for Wardley CE Primary school aims to:

- **Be ever-evolving**, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- **Be rooted in the school's Christian ethos**, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- **Be ambitious** in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- **Be memorable**: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.
- **Be aspirational**, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- **Be inspiring**, to empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

Music Intent



The intention of the music curriculum is first and foremost to help children feel that they are musical and to develop a life-long love of music. Pupils at Wardley Primary School gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of different types of music. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. Children will further develop their knowledge by being exposed to a range of composers.

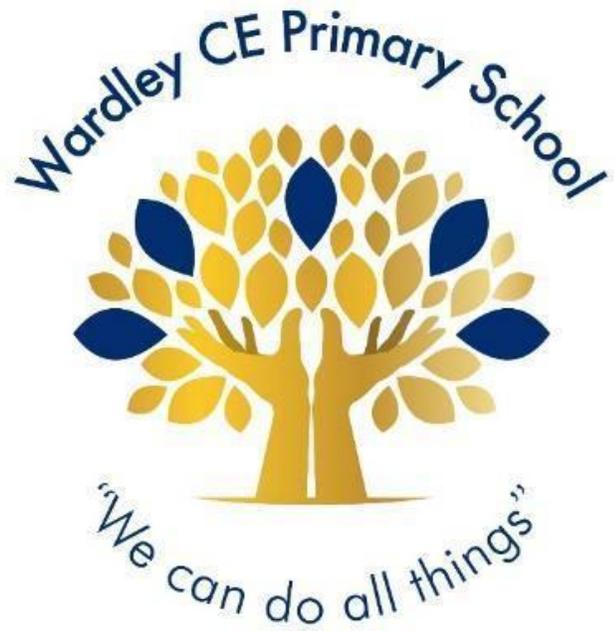
Music Curriculum



Music Unit Overview

Music Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Pulse and Rhythm All About Me	Classical Music, Dynamics and Tempo Animals	Musical vocabulary Under the Sea	Timbre and Rhythmic Patterns Fairy Tales	Pitch and Tempo Superheroes	Vocal and Body Sounds By the Sea
Y2	West African Call & Response Songs Animals	Orchestral Instruments Traditional Western Stories	Musical Me	Dynamics, Timbre, Tempo and Motifs Space	On the Island British Songs and Sounds	Myths and Legends
Y3	Ballads	Creating compositions in response to animation Mountains	Developing singing technique Vikings	Pentatonic melodies and composition Chinese New Year	Jazz	Traditional instruments and improvisation India
Y4	Whole Class Instrumental Tuition (WCIT). Delivered by Salford's Music And Performing Arts Service (MAPAS).					
Y5	Composition notation Ancient Egypt	Blues	South and West Africa	Composition to represent the festival of colour Holi	Looping and remixing	Musical theatre
Y6	Baroque	Songs of WW2	Dynamics Pitch and Tempo Fingal's Cave	Film Music	Theme and Variation Pop Art	Composing and Performing a Leavers' Song

Music Curriculum



Early Years

Musical Features in EYFS

In nursery and reception children will, within their Expressive Arts & Design, work towards the following outcomes:

Children in Nursery:

- Play instruments with increasing control to express their feelings and ideas.
- Remember and sing entire songs.

Children in Reception:

- Explore and engage in music making and dance, performing solo or in groups.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

Expressive Arts and Design: Being Imaginative and Expressive

3 and 4-year olds will ...

Children should be learning to:

Play instruments with increasing control to express their feelings and ideas.

Key Vocabulary

instrument

beater

sound

music

loud

quiet

Examples of how this could be supported

Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.

Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.

Proposed Learning Sequence

Allow children to explore and familiarise themselves with a variety of age-appropriate instruments

Structured play activities where children imitate specific rhythms, melodies and patterns

Children to create their own musical compositions by experimenting with different sounds, rhythms and dynamics

Organise group activities where children can work together to create musical performances

Being imaginative and expressive: End of nursery expectation

- Children will be familiar with terms like pitch, song, voice and instrument.
- They will recognise that they can sing high notes and low notes with their voices.
- They will have a wide repertoire of nursery rhymes and simple songs.
- Children will have explored both tuned and untuned instruments.

Expressive Arts and Design: Being Imaginative and Expressive

3 and 4-year olds will ...

Children should be learning to:

Examples of how this could be supported

Proposed Learning Sequence

Remember and sing entire songs.

Sing slowly, so that children clearly hear the words and the melody of the song.

Use songs with and without words – children may pitch-match more easily without words.

Try using one-syllable sounds such as 'ba'.

Clap or tap to the pulse of songs or music and encourage children to do this.

Key Vocabulary

high

low

song

voice

pulse

Introduce the song and engage their interest

Repeat the song multiple times, gradually increasing the tempo

Break the song down into smaller sections to make it more manageable

Practice and perform the song independently or in groups

Being imaginative and expressive: End of nursery expectation

- Children will be familiar with terms like pitch, song, voice and instrument.
- They will recognise that they can sing high notes and low notes with their voices.
- They will have a wide repertoire of nursery rhymes and simple songs.
- Children will have explored both tuned and untuned instruments.

Expressive Arts and Design: Being Imaginative and Expressive

Children in Reception will ...

Children should be learning to:

Examples of how this could be supported

Proposed Learning Sequence

Explore and engage in music making and dance, performing solo or in groups.

Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.

Play movement and listening games that use different sounds for different movements.

Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.

Play music with a pulse for children to move in time with and encourage them to respond to changes

Introduce children to a variety of musical genres and styles

Children to explore and play with a wide range of musical instruments

Structured dance activities where they can explore different movements and express themselves creatively

Group activities where children can combine music and dance to create performances

Key Vocabulary

beat

actions

perform

percussion

rhythm

Being imaginative and expressive: Early Learning Goal

- 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.

Expressive Arts and Design: Being Imaginative and Expressive

Children in Reception will ...

Children should be learning to:

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Key Vocabulary

melody

high pitch

low pitch

voice

lyrics

Examples of how this could be supported

Play pitch-matching games, humming or singing short phrases for children to copy.

Use songs with and without words – children may pitch match more easily with sounds like 'ba'.

Sing call-and-response songs, so that children can echo phrases of songs you sing.

Introduce new songs gradually and repeat them regularly.

Sing slowly, so that children can listen to the words and the melody of the song.

Proposed Learning Sequence

Engage children in fun vocal warm-up exercises, initiating pitch patterns and sounds

Introduce simple songs with clear and repetitive melodies

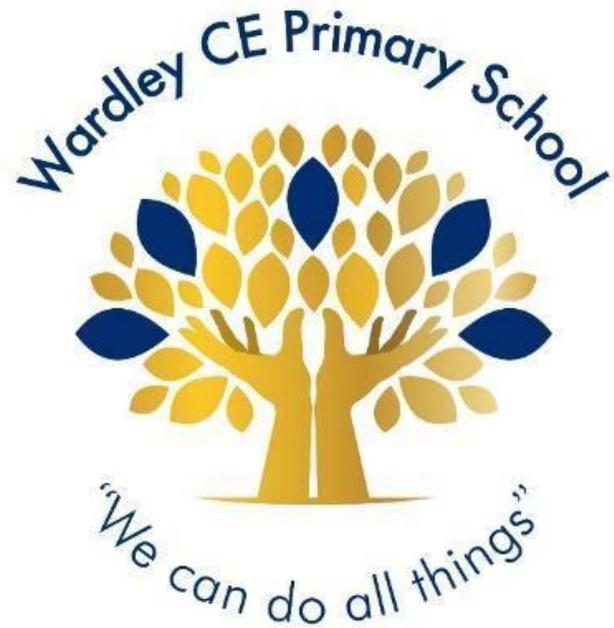
Call and response singing activities

Group singing and performances

Being imaginative and expressive: Early Learning Goal

- 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.

ML Curriculum



Threshold Concepts:
Disciplinary Knowledge

Music: Threshold Concepts - Disciplinary Knowledge

To be developed over Y1 & Y2 (Milestone 1)

To Perform	To Compose	To Transcribe	To Describe Music
<i>This concept involves understanding that music is created to be performed.</i>	<i>This concept involves appreciating that music is created through a process which has a number of techniques.</i>	<i>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</i>	<i>This concept involves appreciating the features and effectiveness of musical elements.</i>
<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.

Music: Threshold Concepts - Disciplinary Knowledge

To be developed over Y3 & Y4 (Milestone 2)

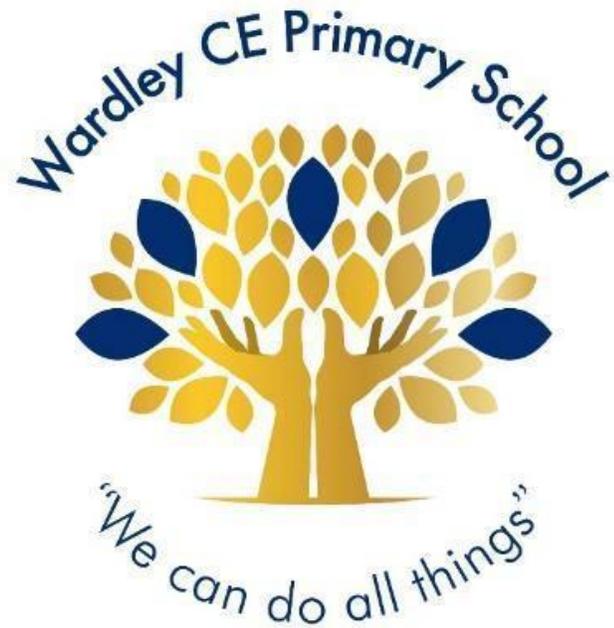
To Perform	To Compose	To Transcribe	To Describe Music
<i>This concept involves understanding that music is created to be performed.</i>	<i>This concept involves appreciating that music is created through a process which has a number of techniques.</i>	<i>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</i>	<i>This concept involves appreciating the features and effectiveness of musical elements.</i>
<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • 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. 	<ul style="list-style-type: none"> • 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.

Music: Threshold Concepts - Disciplinary Knowledge

To be developed over Y5 & Y6 (Milestone 3)

To Perform	To Compose	To Transcribe	To Describe Music
<i>This concept involves understanding that music is created to be performed.</i>	<i>This concept involves appreciating that music is created through a process which has a number of techniques.</i>	<i>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</i>	<i>This concept involves appreciating the features and effectiveness of musical elements.</i>
<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	<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. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • 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 often reflect the cultural context of music and have social meaning.

ML Curriculum



Substantive Knowledge

Music: Substantive Knowledge

Year 1 (Milestone 1)

Performing

- Using their voices expressively to speak and chant.
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.
- Copying back short rhythmic and melodic phrases on percussion instruments.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
- Performing from graphic notation.

Composing

- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Creating simple melodies using a few notes.
- Choosing dynamics, tempo and timbre for a piece of music.
- Creating a simple graphic score to represent a composition.
- Beginning to make improvements to their work as suggested by the teacher.

Listening

- Recognising and understanding the difference between pulse and rhythm.
- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes
- Describing the character, mood, or 'story' of music they listen to (verbally or through movement)
- Describing the differences between two pieces of music.
- Expressing a basic opinion about music (like/dislike)
- Listening to and repeating short, simple rhythmic patterns.
- Listening and responding to other performers by playing as part of a group.

Music: Substantive Knowledge

Year 2 (Milestone 1)

Performing

- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.
- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

Composing

- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Creating simple melodies from five or more notes.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Beginning to suggest improvements to their own work.

Listening

- Recognising timbre changes in music they listen to.
- Recognising structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Identifying melodies that move in steps.
- Listening to and repeating a short, simple melody by ear.
- Suggesting improvements to their own and others' work.
-

Music: Substantive Knowledge

Year 3 (Milestone 2)

Performing

- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

Composing

- Composing a piece of music in a given style with voices and instruments.
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.

Listening

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.

Music: Substantive Knowledge

Year 4 (Milestone 2)

Performing

- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
- Playing syncopated rhythms with accuracy, control and fluency.

Composing

- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion, and looping.
- Creating a piece of music with at least four different layers and a clear structure.
- Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Suggesting improvements to others work, using musical vocabulary.

Listening

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Identifying common features between different genres, styles and traditions of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary when discussing improvements to their own and others' work.

Music: Substantive Knowledge

Year 5 (Milestone 3)

Performing

- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.

Composing

- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.

Listening

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

Music: Substantive Knowledge

Year 6 (Milestone 3)

Performing

- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.

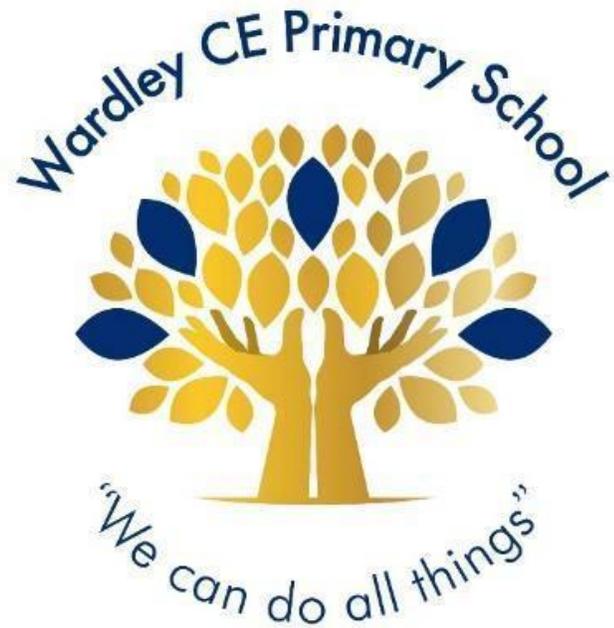
Composing

- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Recording own composition using appropriate forms of notation and/or technology and incorporating.
- Constructively critique their own and others' work, using musical vocabulary.

Listening

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts
- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

ML Curriculum



Progression of Vocabulary

	Y1	Y2	Y3	Y4	Y5	Y6
Vocabulary: Instruments	body percussion drum instrument shaker percussion instrument bassoon clarinet voice conductor woodwind timpani flute french horn oboe orchestra strings	backing track soundscape symbols woodwind voice percussion bow cello harpsichord violin viola	harmonium Indian flute sarangi sitar tabla	piano agogo bateria caixa chocalho cowbell ganza repique surdo tamborim	djembe	timpani
Vocabulary: Performing	chant clap copy in time perform play sing perform quiet repeat chorus performance	imitate call and response improvise instrumental pluck	ensemble harmony octaves pentatonic melody pentatonic scale scale	a capella breath control diction in the round vocal ostinato metronome vocal warm-ups	pronunciation diction	counter-melody diaphragm control harmonise Solfa solfa ladder 3/4 time 4/4 time accidentals

	Y1	Y2	Y3	Y4	Y5	Y6
Vocabulary: Composing	<p>composing composition graphic score</p>	<p>rhythmic notation composer notation letter arrange notate</p>	<p>crotchet minim grid notation quaver strung quaver</p>	<p>flat notes sharp notes crotchet dotted minim key signature minim quavers semibreve</p>	<p>dotted minim pitch notation sheet music staff notation stave bar chord visual representation</p>	<p>score semi-quaver</p>
Vocabulary: Describing Music	<p>pulse loud melody rhythm syllables dynamics fast slow dynamics pitch high low layers texture timbre thick thin rhythmic pattern sound accelerando gradually volume</p>	<p>sequence vary compare contrast effect inspiration visual interpretation duration folk song layered effect</p>	<p>ballad features melodic pattern repeated rhythm key change major key minor key tension crescendo phrases swung rhythm swing music syncopated rhythm syncopation rag</p>	<p>contrasting rhythms organisation loop bass line rock and roll walking bass line col legno pizzicato forte glissando sliding pitch staccato rhythmic break</p>	<p>12-bar blues ascending scale descending scale blues scale master drummer polyrhythms action song hip-hop musical opera rock musical lyricist</p>	<p>music critic rhythmic canon rhythmic elements rhythmic patterns chromatics clashing imagery interpret major melodic minor tremolo legato largo diminuendo ritardando</p>