



Music Curriculum



What are the key features of 'knowledge-rich' assessment for Music?

Subject	Features
Music	<ul style="list-style-type: none"> <input type="checkbox"/> At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of: <ul style="list-style-type: none"> <input type="checkbox"/> Singing <input type="checkbox"/> Playing an instrument <input type="checkbox"/> Listening and Appreciating <input type="checkbox"/> Creating own music
	<ul style="list-style-type: none"> <input type="checkbox"/> At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of: <ul style="list-style-type: none"> <input type="checkbox"/> Performing <input type="checkbox"/> Composing <input type="checkbox"/> Listening <input type="checkbox"/> Use and understand <input type="checkbox"/> Appreciate <input type="checkbox"/> History of Music
	<ul style="list-style-type: none"> <input type="checkbox"/> There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.
	<ul style="list-style-type: none"> <input type="checkbox"/> When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for music for their age group.

MUSIC

Year 1

Singing

Pupils should know how to:

- Sing simple song, chants and rhymes from memory (*Boom Chicka Boom*)
- Sing collectively at the same **pitch**.
- responding to simple visual direction. (*Stop/start, loud/quiet and counting in*).
- Begin singing simple songs with a very small range, **mi-so**. (*Hello, how are you?*).
- Develop to sing slightly wider (*Bounce high, bounce low*).
- Include **pentatonic songs** (*Dr Knickerbocker*).
- Sing a wide range of call and response songs (*Pretty trees around the world from Rhythms of childhood*)
- Control vocal pitch and match the pitch they hear with accuracy.

Listening

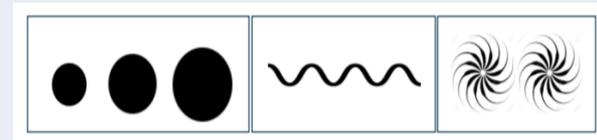
Pupils should know how to:

- Listen to recorded performances including traditional, historical and social context music.
- Listen to **live** music experiences both in and out of school.
- Listen to a range of music from classical, twentieth century, pop, blues and music from other countries, e.g. Brazilian Samba.

Composing

Pupils should know how to:

- Improvise simple vocal chants using questions and answer phrases.
- Create music sound effects and short sequences of sound in response to stimuli (*Rain storm or a train journey*).
- Combine to make a story choosing and playing classroom instruments. (*Rainmaker*) or soundmakers (*rustling leaves*).
- Understand the difference between creating a rhythm and a pitch pattern.
- Invent, retain and recall rhythm and pitch patterns and perform these for others taking turns.
- Use musical technology to capture, change and combine sounds.
- Recognise graphic notation can represent created sounds.
- Explore and invent own symbols e.g.,



MUSIC

Year 1 (continued)

Musicianship

Pulse/Beat

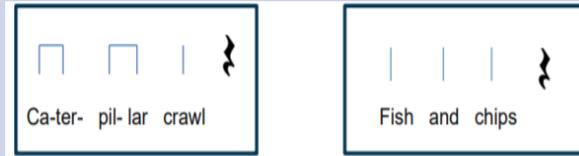
Pupils should know how to:

- Walk move or clap a steady beat with others.
- Change the speed of the beat as the tempo of the music changes.
- Use body percussion (clapping, tapping, walking) and clasp percussion (shakers, sticks and blocks).
- Play repeated rhythm patterns (*Ostinati*).
- Play short pitched patterns on tuned instruments (e.g. *glockenspiels* and *chime bars*) to maintain a steady beat.
- Respond to the pulse in recorded or live music through movement and dance. (*Stepping, jumping, walking on tip-toes*).

Rhythm

Pupils should know how to:

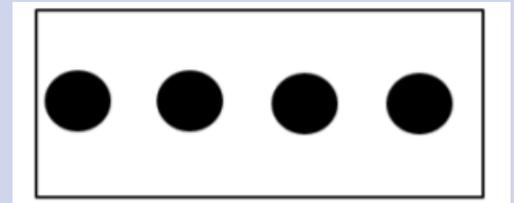
- Perform short copycat rhythm patterns accurately, led by the teacher.
- Perform short repeating rhythm patterns (*Ostinati*) while keeping in time with a steady beat.
- Perform word-pattern chants (*Ca-ter-pil-lar crawl, fish and chips*).
- Create retain and perform own rhythm patterns.



Pitch

Pupils should know how to:

- Listen to sounds in the local school environment.
- Compare high and low sounds.
- Sing familiar songs in both low and high voices. **Add examples**
- Talk about the difference in sound.
- Explore percussion sounds to enhance story telling.
 - Ascending xylophone notes to suggest Jack climbing the beanstalk.
 - Quiet sounds created on a rain stick/shaker to depict a shower.
 - Regular strong beats played on a drum to replicate menacing footsteps.
- Follow pictures and symbols to guide singing and playing. (*4 dots = 4 taps on the drum*).



MUSIC

Year 2

Singing

Pupils should know how to:

- Sing songs regularly with a pitch range of **do-so** with increasing vocal control.
- Sing songs with small pitch range (*Rain rain go away*) pitching accurately.
- Know the meaning of **dynamics** (*loud/quiet*) know the meaning of tempo (*fast/slow*).
- Be able to demonstrate **dynamic** and **tempo** when singing by responding to either a leaders' direction or a visual symbol. (*Crescendo, decrescendo and pause*).

Listening

Pupils should know how to:

- Listen to recorded performances from a range of difference sources including traditional, historical and social.
- Experience live music both in and out of school.
- Listen to performances by a school ensemble or in year groups, or education hub partners.

Composing

Pupils should know how to:

- Create music in response to a non-musical stimulus. (*A storm, a car race or a rocket launch*).
- Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion.
- Create a musical composition.
- Use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces.
- Use music technology if available to capture, change and combine sounds.

MUSIC

Year 3

Singing	Listening	Composing	
Pupils should know how to:	Pupils should know how to:	Improvise	Compose
<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (<i>Extreme weather</i>). Sing tunefully and with expression. • Perform forte and piano loud and soft. • Perform actions confidently and in time to a range of action songs. (<i>Head and shoulders</i>). • Walk, move or clap a steady beat, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies. 	<ul style="list-style-type: none"> • Listening to recorded performances drawn from traditional, historical and social context. • Listen to live music making in and out of school. • Listen to school ensembles or year groups or music provided by music education hub partners. 	<ul style="list-style-type: none"> • Become more skilled in improvising (<i>Using voices, tuned and untuned percussion and instruments played in whole class/group/individual /instrumental teaching</i>). • Inventing short 'On the spot' using limited note-range. • Structure musical ideas (<i>using echo or question and answer phrases to create music that has a beginning middle and end</i>). • Compose in response to different stimuli and musical sources. (<i>Stories, verse, paintings, photographs</i>). 	<ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (do-re-mi). • Compose song accompaniments on untuned percussion using known rhythms and note values.

MUSIC

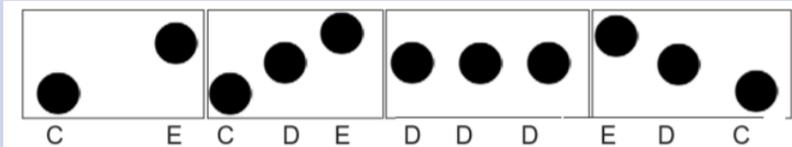
Year 3 (continued)

Musicianship

Performing

Pupils should know how to:

- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range. (*middle C-E/do-mi*). as a whole class or in small groups (e.g. trios or quartets).
- Using listening skills to correctly order phrases using dot notation.
- Show different arrangements of notes (C-D-E/do-re-mi).



- Individually (solo) copy stepwise melodic phrases with accuracy at different speeds. (*allegro and adagio, fast and slow*).
- Extend to question-and-answer phrases.

Supported through Rochdale Music

Reading Notation

Pupils should know how to:

- Introduce the staff, lines and spaces and clef.
- Use dot notation to show higher or lower pitch.
- Introduce and understand the differences between crotchets and paired quavers.
- Apply word chants to rhythms.
- Understand how to link each syllable to one musical notes.

MUSIC

Year 4

Singing	Listening	Composing	
Pupils should know how to:	Pupils should know how to:	Improvise	Compose
<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with a range of an octave (do-do) (<i>one more day, a traditional sea shanty</i>). Pitch voice accurately and follow directions for getting louder (<i>crescendo</i>) and quieter (<i>decrescendo</i>). Sing rounds and partner songs in different time signatures (2, 3 and 4 time). (<i>our dustbin</i>). Begin to sing repertoire with small and large leaps as well as simple second part to introduce vocal harmony (<i>Hear the wind</i>). Perform a range of songs in school assemblies. 	<ul style="list-style-type: none"> Listening to recorded performances drawn from traditional, historical and social context. Listen to live music making in and out of school. Listen to school ensembles or year groups or music provided by music education hub partners. 	<ul style="list-style-type: none"> Improvise on a limited range of pitches on the instrument they are now learning. Make use of musical features including smooth (<i>legato</i>) and detached (<i>staccato</i>). Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks. 	<p>Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (do-re-mi).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <div data-bbox="1381 549 1922 699" data-label="Image"> </div> <p>Explore developing knowledge of music components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords. Include instruments played in hall/class, group, individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas including any of:</p> <ul style="list-style-type: none"> Graphic symbols Rhythm notation and time signatures. Staff notation. Technology.

MUSIC

Year 4 (continued)

Musicianship

Instrumental performance

Pupils should know how to:

- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
- Achieve this through working closely with local music educational hub who can provide whole class instrumental programme. (*Rochdale Music*)
- Play and perform melodies following staff notation using a small range (*Middle C-G/do-so*) as a whole class or in small groups.
- Perform in two or more parts (melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.
- Identify static and moving parts.
- Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).

Reading Notation

Pupils should know how to:

- Introduce and understand the differences between minims, crotchets, paired quavers and rests.
- Read and perform pitch notation with a defined range (*C-G/do-so*).
- Follow and perform simple rhythmic scores to a steady beat.
- Maintain individual parts accurately with the rhythmic texture achieving a sense of ensemble.

Singing	Listening	Composing	
Pupils should know how to:	Pupils should know how to:	Improvise	Compose
<ul style="list-style-type: none"> • Sing a range of songs from an extended repertoire with a sense of ensemble and performance. • Include observing phrases, accurate pitching and appropriate style. • Sing 3 part sounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. 	<ul style="list-style-type: none"> • Listening to recorded performances drawn from traditional, historical and social context. • Listen to live music making in and out of school. • Listen to school ensembles or year groups or music provided by music education hub partners. 	<ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape. • Experiment with using a wider range of dynamics, including very loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>) and moderately quiet (<i>mezzo piano</i>). • Continue this process in composition tasks. 	<ul style="list-style-type: none"> • Compose melodies from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. • Enhance these melodies with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke specific atmosphere, mood or environment (<i>la mer</i> by Debussy and <i>The River flows in you</i> by Yiruma). • Pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> ○ Graphic symbols ○ Rhythm notation and time signatures. ○ Staff notation. ○ Technology.

MUSIC

Year 5 (continued)

Musicianship

Instrumental performance

Pupils should know how to:

- 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.
- Initially done with whole class, showing greater independence by working with smaller groups.
- Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.
- Perform simple, chordal accompaniments to familiar songs. (*Yellow submarine by the Beatles*).
- Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Reading Notation

Pupils should know how to:

- Further understand the difference between semi-breves, minims, crotchets and crotchet rests, paired quavers and semi-quavers.
- Understand the difference between 2-4, 3-4 and 4-4 time signatures.
- Read and perform pitch notation within an octave (C-C'/do-do).
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols from known rhythms and note durations.

MUSIC

Year 6

Singing	Listening	Composing	
Pupils should know how to:	Pupils should know how to:	Improvise	Compose
<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. • Include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing 3- and 4- part rounds. (<i>Calypso by Jan Holdstock</i>) or partner songs. • Experiment with positioning singers randomly within the group that is no longer in discrete parts – in order to create greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. 	<ul style="list-style-type: none"> • Listening to recorded performances drawn from traditional, historical and social context. • Listen to live music making in and out of school. • Listen to school ensembles or year groups or music provided by music education hub partners. 	<ul style="list-style-type: none"> • Extend improvisation skills through working in small groups to: <ul style="list-style-type: none"> ○ Create music with multiple sections that include repetition and contrast. ○ Use chord changes as part of an improvised sequence. ○ Extend improvised melodies beyond 8 beats over a fixed groove creating a satisfying melodic shape. 	<ul style="list-style-type: none"> • Plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale (C, D, E, G, A) and incorporate rhythmic variety and interest. • Play this melody on available tuned percussion and/or orchestral instruments. • Notate this melody. • Compose melodies made from pairs or phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to create and record it discussing how musical contrasts are achieved.

MUSIC

Year 6 (continued)

Musicianship

Instrumental performance

Pupils should know how to:

- Play a melody following staff notation written on one staff and using notes within the octave range (*do-do*).
- Make decisions about dynamic range including loud, very quiet, moderately loud and moderately quiet.
- Accompany this same melody, and others, using block chords or a bass line. Do this using keyboards, tuned percussion or tablets or demonstrate it at the board using an online keyboard.
- Engage with others through ensemble playing (*school orchestra, band, mixed ensemble*) with pupils taking on melody or accompaniment roles. The accompaniment if instrumental could be chords or a single note bassline.
-

Reading Notation

Pupils should know how to:

- Further understand the difference between semi-breves, minims, crotchets and quavers, paired quavers and semi-quavers and their equivalent rests.
- Further develop the skills to read and perform pitch notation with an octave (C-C'/do-do).
- Read and play confidently from rhythm notation cards and rhythm scores in up to 4-parts that contain known rhythms and note durations.
- Read and play from notation a 4 bar phrase, confidently identifying note names and duration.