

St Bartholomew's C of E Primary School Music Curriculum Overview



Music Overview

Music is an ongoing skill, where children will develop different abilities over the whole teaching year. These skills are best taught as repetition, therefore, the following skills are split into year groups and not by term. The children should cover all these skills more than once throughout the year. Children will be assessed on these skills throughout the year, with a final assessment made by the teachers at the end of the year to see if the child is above, at, just at or below the end of year expectation.

Main four main areas of musical progression are:

- Listening and responding to music – using an ever increasing vocabulary to describe styles of music and the dimensions of music.
- Understanding and using the language of music – having an increasing knowledge of musical notation, being able to use, write and read more complex pieces of music.
- Developing performance and awareness skills – building confidence in performances, demonstrating the skills learned to an ever increasing variety of audiences on different instruments.
- Composition – demonstrating an ability to create different sounds and riffs for different reasons and moods and gradually use more complex forms of notation to record compositions.

Early Years

	1st Milestone – Baseline	2nd Milestone – Autumn	3rd Milestone - Spring	4th Milestone – Summer
Communication and Language	Children can sing a large repertoire of nursery rhymes.	Children will learn rhymes, poems and songs.	Listen carefully to rhymes and songs, paying attention to how they sound.	
Expressive arts and design	<p>Sing their own songs or improvise a song around one they know.</p> <p>Listen and respond to different types of music.</p> <p>Sing the pitch of a tune sung by another (pitch match.)</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Move appropriately to music at different speeds, eg running, crawling (tempo.)</p> <p>Begin to recognise repetition.</p> <p>Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.</p> <p>Sing along with nursery rhymes and action songs.</p> <p>Make their voice/ singing loud and quiet.</p> <p>Sing and recognize high and low pitch (high like a mouse, low like a lion.)</p>	<p>Remember and sing entire songs.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Recognise that sounds are made in a variety of ways.</p> <p>Move in time to a steady beat</p> <p>Taps out a repeated rhythm, (using voice and untuned instruments/ body percussion through copy- back and answer games.</p> <p>Explore performing with different instruments.</p>	<p>Listen attentively, move to and talk about music expressing their feelings and response.</p> <p>Create collaboratively sharing ideas resources and skills.</p> <p>Move in time to the pattern of a song.</p> <p>Tap a beat/ clap in time to a piece of music/ simple song.</p> <p>Sing and play an instrument along with a song.</p> <p>Share their ideas and perform their work to others with adult support.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance performing solo or in groups.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>

<p>I can use my voice in different ways e.g. whispering, speaking, singing, thinking.</p> <p>I have begun to find my singing voice, both on my own and with others and can sing a repertoire of chants and 2 and 3 tone songs from memory.</p> <p>I can play my instruments safely and pick them up and down quietly.</p> <p>I can remain quiet whilst waiting for a turn.</p> <p>I can start and stop when playing with others.</p> <p>I can watch and follow the leader’s signals when playing or singing.</p> <p>I can sit or stand to perform to people I know.</p>	<p>I can differentiate between fast / slow and loud / quiet when playing or listening to music.</p> <p>I can listen to instructions within a song and respond accordingly.</p> <p>I can respond to music with movement, e.g. stomp, tiptoe, walk, run and show an awareness of pulse.</p> <p>I understand that different instruments produce different sounds and can classify sound makers e.g. shake, tap, scrape</p> <p>I can choose sounds to accompany a song or story.</p>
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Year 1					
Autumn		Spring		Summer	
Autumn 1: Charanga Model Music Curriculum: My Musical Heartbeat.	Autumn 2: Christmas Production.	Spring 1: Charanga Model Music Curriculum: Exploring Sounds.	Spring 2: Charanga Model Music Curriculum: Learning to Listen.	Summer 1: Charanga Model Music Curriculum: Having Fun with Improvisation.	Summer 2: Charanga Model Music Curriculum: Let's Perform Together.
<u>Instruments Taught in Year 1</u>					
Percussion and Glockenspiel					
<u>Vocabulary to be taught in Year 1:</u>					
Pulse, Rhythm, Pitch, Tempo, Call and Response, Classical Music, Dynamics, Lyrics, Melody, Original, Texture, Verse, Chorus, Performing.					
<u>Skills taught in Year 1:</u>					
I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words. I can sit silently with an instrument and can perform to people I don't know. I can keep a steady pulse and play at different speeds. I can copy a simple rhythm and can differentiate between pulse and rhythm. I can differentiate between high and low sounds and can show changes in pitch using tuned percussion e.g. steps, slides, jumps. I can control changes in tempo with my body, and instruments, e.g. faster/slower.			I can control changes in dynamics with my voice and instruments, e.g. louder/quieter I can describe music and express my feelings and opinions through various means eg words, thumbs up. I can choose and order sounds and patterns and use pictures to represent the sounds. I can differentiate between long and short sounds and use them when composing, notating my patterns. I can choose sounds to represent ideas (eg shakers for leaves falling off a tree.)		

Year 2					
Autumn		Spring		Summer	
Autumn 1: Charanga Model Music Curriculum: Pulse, Rhythm and Pitch.	Autumn 2: Christmas Production.	Spring 1: Charanga Model Music Curriculum: Inventing a musical Story.	Spring 2: Charanga Model Music Curriculum: Recognising Different Sounds.	Summer 1: Charanga Model Music Curriculum: Exploring Improvisation.	Summer 2: Charanga Model Music Curriculum: Our Big Concert.
<u>Instruments Taught in Year 2</u>					
Percussion and Glockenspiel					
<u>Vocabulary to be taught in Year 2:</u>					
Year 1: Revision: Pulse, Rhythm, Pitch, Tempo, Call and Response, Classical Music, Dynamics, Lyrics, Melody, Original, Texture, Verse, Chorus, Performing. Year 2: Riff, Appraising, Balance, Band, Blues, Composing, Improvise, Introduction, Notation, Phrase, Style, Rock, Timbre, Unison.					
<u>Skills taught in Year 2:</u>					
I can use internalization (the thinking voice) with some accuracy and control. I can practice and refine performances in groups and as a class. I can suggest and control changes to performances and compositions by using the opposites (faster/slower, louder/quieter, higher/lower) I can perform simple accompaniments (including use of rhythmic ostinato) to a melody and give thought to the meaning / mood I can listen to music with increasing discernment saying what I like and dislike about it			I can understand that a piece of music is made up of different sections, e.g. beginning, ending, verse. I can choose sounds to represent ideas (e.g. shakers for leaves falling off a tree) I can use words / pictures / symbols to represent sounds and create rhythm patterns. I can create and perform simple melodies using two tones on a tuned instrument. I can compose in a small group with other children.		

Year 3

Year 3 children learn the ukulele, having lessons provided by Leeds Music Education Partnership. As part of the children's musical development, they will be able to continue to play the ukulele in Year 4 in a ukulele club, allowing them to develop their musical skills in the instruments that they have previously learned.

Skills and knowledge covered	Autumn 1: I can sit silently with an instrument. I can hold my instrument the correct way. Learn parts of ukulele.	Autumn 2: I can keep a steady pulse and can play back a simple pattern. - PULSE I can play loudly and quietly - DYNAMICS	Spring 1: I can recognise happy/sad (major/ minor chords.) I can describe music and express my feelings about the mood of the music.	Spring 2: I can read crotchets, crochet rests and quaver rhythms. -RHYTHM I can choose and order sounds.	Summer 1: I can perform by ear and by using forms of notation (tablature.)	Summer 2: I can perform as part of a team.
ArtForms Awards criteria	We can hold our instruments correctly. We take care of our instruments. We can choose a good place on the strings for our fingers. We have good posture.	We can keep the pulse going while someone else plays the tune. We can sing and play at the same time.	We can improvise our own rhythms. We understand moving our fingers on and off alters the pitch of the sound we make.	We can control the quality of the sound we make. We can read and play notes of different lengths.	We can perform a tune with our friends in class. We can name and play some open string notes. We can change from one string to another. We can hear the difference between high and low pitches- PITCH	We can perform to an audience.
Activities	Introduction to C, F and Am chords. <i>Yellow Submarine</i> <i>Freres Jacques (play ukulele)</i> <i>Creating own copycats rhythms</i> <i>Finding the beat/ pulse- SWITCH</i>	Introduction to G chord. <i>Drunken Sailor (What shall we do?)</i> <i>Detective Game</i> <i>Jingle Bells</i> <i>I'm the Pulse</i>	Introduction to Dm chord. <i>H-e-l-l-o</i> <i>Uptown Funk</i> <i>Shape of You</i>	Rhythm flash cards. Strum rhythms using C, F, Am, Dm and G chords. Write own rhythms.	Tablature on one string. <i>Merrily</i> <i>Hot Cross Buns</i> <i>Twinkle Twinkle</i>	Creating performances. Practicing pieces for a performance to an audience.

Year 4					
Autumn		Spring		Summer	
Autumn 1: Charanga Model Music Curriculum: Musical Structures.	Autumn 2: Christmas Production.	Spring 1: Charanga Model Music Curriculum: Compose with you Friends.	Spring 2: Charanga Model Music Curriculum: Feelings Through Music.	Summer 1: Charanga Model Music Curriculum: Expression and Improvisation.	Summer 2: Charanga Model Music Curriculum: The Show Must Go On.
<u>Instruments Taught in Year 4</u> Recorder and Glockenspiel					
<u>Vocabulary to be taught and revisited in Year 4:</u> Pulse, Rhythm, Pitch, Tempo, Call and Response, Classical Music, Dynamics, Lyrics, Melody, Original, Texture, Verse, Chorus, Performing, Riff, Appraising, Balance, Band, Blues, Composing, Improvise, Introduction, Notation, Phrase, Style, Rock, Timbre, Unison, A Capella, Arrangements, Backing, Bridge/Middle 8, Chord, Disco, Folk, Funk, Harmony, Ostinato, Outro, Pop, Producer, Rapping, Reggae,					
<u>Skills taught in Year 4:</u>					
I can sing accurately with good posture and breathing and can sing songs with a more complicated texture e.g. partner songs and 2 part rounds. I can set a starting pitch for a song. I can carry on if I make a mistake in a performance. I can perform by ear and by using forms of notation. I can listen and comment on music from different historical periods, displaying understanding of how music has developed over time. I can recognize ensembles (orchestra, choir, etc) and identify families of instruments and world instruments (wind, brass, African drums etc.) I can use an extended musical vocabulary to express personal taste.			I can create my own ostinati and riffs (rhythmic and melodic) and play them in time with others in a group. I can improvise a rhythm over a steady pulse. I can recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms. I can show an understanding of scales in my compositions and performances, e.g. pentatonic, blues etc. I can both be in charge of a group, and take directions when working on a composition.		

Year 5					
Autumn		Spring		Summer	
Autumn 1: Charanga Model Music Curriculum: Melody and Harmony in Music.	Autumn 2: Christmas Production.	Spring 1: Charanga Model Music Curriculum: Composing and Chords.	Spring 2: Charanga Model Music Curriculum: Enjoying Musical Styles.	Summer 1: Charanga Model Music Curriculum: Freedom to Improvise.	Summer 2: Charanga Model Music Curriculum: Battle of the Bands.
<p><u>Instruments Taught in Year 5</u></p> <p>Children can chose to focus their learning and play either the recorder, glockenspiel or both.</p>					
<p><u>Vocabulary to be taught and revised in Year 5:</u></p> <p>Pulse, Rhythm, Pitch, Tempo, Call and Response, Classical Music, Dynamics, Lyrics, Melody, Original, Texture, Verse, Chorus, Performing, Riff, Appraising, Balance, Band, Blues, Composing, Improvise, Introduction, Notation, Phrase, Style, Rock, Timbre, Unison, A Capella, Arrangements, Backing, Bridge/Middle 8, Chord, Disco, Folk, Funk, Harmony, Ostinato, Outro, Pop, Producer, Rapping, Reggae,</p>					
<u>Skills taught in Year 5:</u>					
<p>I can sing or play expressively to a variety of audiences in different types of venue (e.g. the classroom, school hall.)</p> <p>I can lead a group by counting in, beating time etc.</p> <p>I can tap a pulse in different metres (2, 3, 4, 5.)</p> <p>I can compare music of contrasting styles and genres using appropriate vocabulary.</p> <p>I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why / why not.</p>			<p>I can use an octave to compose and improvise melodies.</p> <p>I understand the concept of, and use, the 'home note' when composing.</p> <p>I can understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in my compositions.</p> <p>I can use a graphic score with a more complex texture.</p> <p>I can create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape.</p> <p>I can plan a composition, alone or in a group, and monitor its development.</p>		

Year 6					
Autumn		Spring		Summer	
Autumn 1: Charanga Model Music Curriculum: Music and Technology.	Autumn 2: Charanga Model Music Curriculum: Developing Ensemble Skills.	Spring 1: Charanga Model Music Curriculum: Creative Composition.	Spring 2: Charanga Model Music Curriculum: Music Styles Connect Us.	Summer 1: Charanga Model Music Curriculum: Improvising with Confidence.	Summer 2: End of Year Performance.
<p><u>Instruments Taught in Year 6</u></p> <p>Children can chose to focus their learning and play either the recorder, glockenspiel or both.</p>					
<p><u>Vocabulary to be taught and revised in Year 6:</u></p> <p>Pulse, Rhythm, Pitch, Tempo, Call and Response, Classical Music, Dynamics, Lyrics, Melody, Original, Texture, Verse, Chorus, Performing, Riff, Appraising, Balance, Band, Blues, Composing, Improve, Introduction, Notation, Phrase, Style, Rock, Timbre, Unison, A Capella, Arrangements, Backing, Bridge/Middle 8, Chord, Disco, Folk, Funk, Harmony, Ostinato, Outro, Pop, Producer, Rapping, Reggae,</p>					
Skills taught in Year 5:					
<p>I can demonstrate control of vocal techniques – breathing, posture, good tuning and diction.</p> <p>I can use the inter-related dimensions to improve the quality of my performances when singing or playing.</p> <p>I can play in an ensemble, taking an individual part and showing an awareness of balance.</p> <p>I can recover from mistakes in a performance.</p> <p>I can listen to longer extracts and describe using knowledge of inter-related dimensions of music I can understand and use chords in sequences.</p>			<p>I can understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music, major for happy.</p> <p>I can use the inter-related dimensions to improve the quality of my compositions.</p> <p>I can create and perform more complicated rhythms (semiquavers, syncopation), aurally and from notations.</p> <p>I can select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music.</p> <p>I can recognize and use simple staff notation.</p>		