

Summerfields Primary School

Music Curriculum Overview

Our Ultimate End Goal: music is fundamental to humanity, a universal language that embodies one of the highest forms of creativity. We aim to foster a love and appreciation of music and help children to develop the skills necessary to express themselves musically. We want them to feel confident that they have competent performing skills that will bring pleasure to themselves and others. As children progress through Summerfields, they will learn to critically engage with music, create their own compositions, expressing different emotions, and perform various pieces of music. They will learn to appreciate music of all genres, develop their knowledge of a wide variety of these different genres and have the confidence to comment on the musical content of performances, both live and recorded. By the time children finish at Summerfields they will have fostered a love and appreciation of music and developed the skills necessary to express themselves musically, including listening, singing, playing, composing, improvising and performing.

Curriculum Coverage (NC)						
What are the most basic requirements from the National Curriculum?						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and- when appropriate try to move in time with music.</p>	<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 		<p>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.</p> <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. 			

A note about the pedagogy (if required):
 Music in KS2 is taught by a combination of a music specialist and school staff.

Procedural Knowledge – What skills do we want our pupils to have to support music? <i>How will these skills build on what went before and help prepare our children for what is coming next?</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and respond to different types of music Sing along with different types of nursery rhymes or action songs Play untuned percussion instruments	Move in time with a steady beat Listen to, copy and repeat a simple rhythm <u>Singing</u> Sing and play simple patterns Sing or rap with my classmates Sing a song all by myself Add actions to the songs I sing <u>Improvisation</u> Improvise using rhythm and/or one or two notes Improvise over a steady beat Use my voice to sing simple patterns <u>Listening</u> Say what I like or	Move in time with a steady beat Listen to, copy and repeat a simple rhythm Listen to, copy and repeat a simple melody Sing back and play back a simple melody <u>Singing</u> Sing or rap with my classmates Sing a song all by myself Add actions to the songs I sing <u>Improvisation</u> Improvise using rhythm and/or one or two notes Improvise to a steady beat	Make improvements to their work commenting on intended effect <u>Singing</u> Use vocal exploration to recognise the difference between singing and speaking voice Sing simple songs with ukulele steady beat backing <u>Playing</u> Use rhythm icons in performance Play F and Am chords Play a steady beat through body percussion and strumming	Make improvements to their work commenting on intended effect By recognising how the music elements are combined <u>Singing</u> Use vocal exploration to recognise the difference between singing and speaking voice Sing simple songs with ukulele steady beat backing <u>Playing</u> Use rhythm and pitch icons in performance Play a 2 note scale on ukulele and F, C	Understand, explain and compile ideas when performing. Refine ideas by listening and musical preferences or changes to composition can be justified. <u>Singing</u> Sing with increasing understanding of expression. <u>Playing</u> Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom Learn about pitched notes on the staff	Use sentence starters and short sentences to write about their composition and performance. To include key words steady pulse, rhythm, pitch, dynamics, tempo and expression words such as exciting, calm and begin to describe articulation. <u>Singing</u> Sing with increasing understanding of expression. Sing more complex songs including singing in harmony. <u>Playing</u> Learn about pitched

	<p>don't like about a piece of music</p> <p>Recognise some musical instruments and name them</p> <p><u>Playing instruments</u></p> <p>Play a tuned and/or untuned percussion instrument</p> <p>Practise my instrumental part</p> <p>Play my instruments with my classmates</p> <p><u>Composition</u></p> <p>Compose a simple melody using blocks</p> <p>Create a simple melody using up to five notes/blocks</p>	<p>Improvise by singing simple patterns</p> <p><u>Listening</u></p> <p>Say what I like or don't like about a piece of music</p> <p>Recognise some musical instruments and name them</p> <p><u>Playing Instruments</u></p> <p>Play a tuned and/or untuned percussion instrument</p> <p>Treat instruments carefully and with respect</p> <p>Practise my instrumental part</p> <p>Play my instruments with my classmates.</p> <p><u>Composition</u></p> <p>Compose a simple melody</p> <p>Write a simple melody using up to five notes</p>	<p><u>Improvising</u></p> <p>Improvise with tuned and untuned instruments using rhythm and melody</p> <p><u>Composing</u></p> <p>Create layered compositions and soundscapes using simple rhythmic patterns and melodies</p> <p>Use musical symbols and notation to record and create compositions.</p> <p><u>Listening</u></p> <p>Listen and respond to own and others work offering feedback and suggestions</p> <p>Listen to a range of music from different genres, both live and recorded responding appropriately to the context</p>	<p>and Am chords</p> <p>Play a steady beat through body percussion and strumming</p> <p><u>Improvising</u></p> <p>Create and refine musical improvisations using more complex rhythms and melodies</p> <p><u>Composing</u></p> <p>Create layered compositions and soundscapes using simple rhythmic patterns and melodies</p> <p>Use rhythm and pitch icons in compositions</p> <p><u>Listening</u></p> <p>Listen to a range of live and recorded music from different traditions, genres, styles and times responding appropriately to the context</p> <p>Identify a steady beat, rhythm and</p>	<p>through playing glockenspiels up to 5 note scale c-g</p> <p><u>Improvising</u></p> <p>Improvise c-g on a glockenspiel playing to a steady beat.</p> <p><u>Composing</u></p> <p>Select, discuss and refine creative choices</p> <p>Use different notations to record and create.</p> <p>Reinforce understanding of pitch through composing on glockenspiel using notes c-g notated on a staff.</p> <p><u>Listening</u></p> <p>Listen to a range of live and recorded music from different genres, styles and times, responding appropriately to the context.</p> <p>Identify high, middle and low pitch in a piece of</p>	<p>notes on the staff through playing glockenspiels up to 5 note scale c-g.</p> <p>Maintain own part where appropriate within a group performance.</p> <p><u>Improvising</u></p> <p>Improvise c-g on glockenspiel playing to a steady beat</p> <p>Create an 8 beat improvisation in a whole class activity with a backing.</p> <p><u>Composing</u></p> <p>Reinforce understanding of pitch through composition on glockenspiel using notes c-g notated on a staff.</p> <p>Explore, select, combine and manipulate a range of different sounds, including technological to create stylised compositions.</p> <p><u>Listening</u></p>
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				pitch in an example of music. Give feedback to others on compositions	music. Reflect and give feedback to others on compositions Introduce musical styles reggae, calypso, blues and jazz. Identify instruments and place of origin.	Identify ta, titi, tiri tiri, taa and ta rest rhythms and high middle low pitch in an example of music reflect and give feedback to others on compositions Introduce musical styles reggae, calypso, blues and jazz. Identify instruments and place of origin.
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Propositional Knowledge – What key concepts or knowledge will we need? <i>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand how different instruments work and make noise Explore and create using voice and instruments	Understand the meaning of pulse and beat Explain what the song is about Know that when I improvise, I make up my own tune Know if the music is fast/slow and loud/quiet Play simple rhythms over a steady beat	Understand the meaning of pulse and beat Explain the meaning behind the song Know that when I improvise, I make up my own tune Know if the music is fast/slow and loud/quiet Play simple rhythms to a steady beat	Recognise how the different musical elements are combined Understand sounds can be combined and used expressively Maintain parts with support in songs and rounds Confidently sing songs from	Understand the ways that sounds can be combined and used expressively Confidently and fluently sing in tune with clear diction, breath control and tone. Play tuned and untuned instruments	Pupils understand the overall effect of playing with others. Create music which demonstrates an understanding of structure Reflect and give feedback to others on compositions. Performances show a clear awareness of expression and	Pupils can play confidently demonstrating musical quality eg clear starts and ends, phrases, technical accuracy. Pupils can read and perform from a range of different notations. Compose rhythmic and melodic ideas

	<p>Talk about the style of music my song fits into</p> <p>Explore pitch and rhythm when I compose</p> <p>Recognise one and two-beat musical notes/symbols.</p>	<p>Talk about the style of music my song fits into</p> <p>Explore pitch and rhythm when I compose</p> <p>Recognise one and two-beat musical notes/symbols.</p>	<p>different genres with accuracy of pitch</p> <p>Perform confidently as part of a group understanding how their part fits with others</p> <p>Understand the effect of rhythm, pitch and dynamics</p> <p>Perform from basic notation reading rhythms confidently.</p> <p>Use musical notation, rhythm and pitch icons</p> <p>Identify steady beat, rhythm and pitch in an example of music</p> <p>Reflect and give feedback to others on compositions</p>	<p>showing good rhythmic and melodic control</p> <p>Demonstrate correct techniques when playing rhythmic and melodic patterns with expression</p> <p>Read from basic western notation showing an awareness of pitch</p> <p>Communicate thoughts, ideas and feelings through simple musical compositions</p> <p>Use musical symbols and notation to record and create compositions</p> <p>Aurally identify, recognise and respond to standard and invented composition</p> <p>Offer comments on own and others work and ways to improve, accepting feedback and</p>	<p>balance</p> <p>Pupils can read and perform from a range of different notations,</p> <p>Sing part songs and simple harmony lines with an awareness of how the part fits with others</p> <p>Performances show a clear awareness of expression and balance</p> <p>Pupils can read and perform from a range of different notations.</p> <p>Create and refine musical improvisations with awareness of musical structure.</p> <p>Critique own and other's work offering specific comments, eg explaining the effects of different musical elements and justify opinions.</p>	<p>within clear structures</p> <p>Use different kinds of notations to record and create.</p> <p>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p> <p>Critique own and others' work, offering specific comments and justifying these.</p> <p>Complete a performance evaluation of a whole class performance and a composition evaluation of a small group piece with sentence starters and short sentences.</p> <p>Explore rhythm and pitch from aural examples</p>
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				suggestions from others.		Give feedback to another group on the glockenspiel composition with specific feedback on steady pulse and rhythm.
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What key vocabulary will our (designers/sportsmen/ need? <i>Vocabulary is important because it embodies and communicates concepts.</i>						
EYFS Pulse/beat Rhythm Pitch	Year 1 Pulse/Beat Rhythm Pitch Tempo Dynamics Structure	Year 2 Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Improvise Ensemble	Year 3 Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Improvise Ensemble Melody Body percussion Round Notation	Year 4 Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Improvise Ensemble Melody Body percussion Round Notation Diction Tone	Year 5 Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Improvise Ensemble Melody Body percussion Round Notation Diction Tone Critique Scale Stave	Year 5 Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Improvise Ensemble Melody Body percussion Round Notation Diction Tone Critique Scale Stave

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What experience do we want our students to have had? What other opportunities will our students have had in music?						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Take part in the yearly Nativity including dancing and singing to an audience. Class assembly	Perform in Harvest Festival Take part in the yearly Nativity including dancing and singing to an audience. Class assembly	Perform in Harvest Festival Take part in the yearly Nativity including dancing and singing to an audience. Class assembly	Sing a harvest song in harvest festival Take part in Christingle service Class assembly	Sing a harvest song in harvest festival Take part in Christingle service Class assembly	Sing a harvest song in harvest festival Take part in Christingle service Class assembly Whole class performances	Sing a harvest song in harvest festival Take part in Christingle service Class assembly Leaver's assembly