

The Arts



Deanwood Music Curriculum

Curriculum 2023-24



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The Arts aims to develop the highest forms of human creativity. We want to engage and challenge the children and encourage creativity, exploration and experimentation. We want them to recognise the impact The Arts have on our lives as well as grown in confidence in sharing their art work to others, to reflect, celebrate and value each other's progress.

The Arts curriculum comprises of:

- Art & Design
- Music

Deanwood School Values

Our Arts Curriculum underpins our school values in the follow way:

Happy

The children to see themselves as artists that are confident musicians and creators, inspired by the works of significant composers, singers and artists of past and present eras.

Successful

To enable the children to see themselves as artists - exploring and experimenting with media, resources, compositions, instrumentally and vocally, creating inspirational musical and artistic outcomes.

Safe

Recognise that Art is personal and be able to take risks whilst implementing skills and knowledge through learning about The Arts.

How Do We Teach **Music**?

We have the scheme “Sparkyard” which supports teacher’s subject knowledge and scaffolds the learning. The teaching of Music follows a specific route map which builds up the knowledge of their unit in small steps.



1. **Reactivate prior learning**

Before introducing new learning and vocabulary, the children will be given an opportunity to recall their prior learning, focussing in particular on the key vocabulary and dimensions of music learnt

2. **Present new vocabulary**

The key words for the lesson will be introduced to the children and displayed so that they can be referred to throughout

3. **Singing a song**

Every week, the class will learn a new song which has a direct link to the week’s lesson focus. This song may be sung prior to the Music lesson to help the children to increase familiarity. In addition to the Music lesson, there is an expectation that the song will be sung at least 3 times throughout the week

4. **Musical Activity**

A practical activity will be used to teach the children the week’s musical skills and to help them to understand the key vocabulary and dimensions of music. In the younger Year Groups, the activity may use the week’s song as a vehicle for learning. Activities are provided to enable teachers to “step up” the learning and introduce a level of challenge as appropriate

5. **Listen**

If appropriate, children will be given an opportunity to listen to a piece of music which illustrates the lesson’s key learning and enables further discussion to take place

6. **Branch out**

Where appropriate, suggestions are given for ways in which the week’s musical learning could be built upon outside of the lesson or during subsequent music lessons. Teachers are encouraged to find time to introduce some of these “branching out” ideas into their week

7. **Bringing it Together**

At the end of the lesson, teachers will recap on the key vocabulary and use the assessment suggestions provided for formative assessment purposes

Musician of the Month

To help our children to become inquisitive, respectful and knowledgeable music listeners, we use the Musician of the Month programme. The aim of the programme is to create a culture of musical appreciation across the school. Each month, the children are introduced to a new musician in a whole school assembly, with a focus on understanding the stories behind the musician's life and how this will have impacted upon their musical journey. Throughout the month, the children are given opportunities to listen to the artist's music in assemblies and to complete activities in class to help them to discover more about them.

The programme is constructed in such a way that it ensures that there is representation from the protected characteristics, as well as equal representation from both genders within music traditions from across the globe, Western classical musicians and popular music.

Wider Musical Opportunities

In addition to classroom teaching, the school works with Dynamics - The Medway Music Education Hub to provide the children with wider musical opportunities:

- In Key Stage 1, all children and staff participate in a music project which works as an introduction to general musicianship skills
- In Key Stage 2, all children develop percussive and rhythmic skills through Samba music sessions delivered by a Licensed Music Teacher
- All children in Years 3 and 4 receive a weekly recorder lesson delivered by a Licensed Music Teacher with the aim of developing their ability to read, play and perform music
- Brass tuition and flute tuition (delivered by a Licensed Music Teacher) is also available to children in Key Stage 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
N		Christmas Sing-a-long				
R						
1		The Nativity			The Dynamics KS1 Music Project	
2						
3	Introduction to the Recorder (30 mins per week)					
					SAMBA – Percussion (5 Weeks)	Small Group Flute Tuition (3-4 Pupils)
4	Continuing the Recorder (30 mins per week)					
	Small Group Flute Tuition					
		SAMBA – Percussion (5 Weeks)				
5	Small Group Brass Tuition / Small Group Flute Tuition					
			Samba – Percussion (10 weeks)			
6	Small Group Brass Tuition					
	SAMBA – Percussion (10 weeks)					End of Year Musical Production

How Do We Adapt Learning To Support Pupils In Music?

Non-Negotiables that need to be in place in all lessons/classrooms when teaching

1. Multi-sensory approach to music
2. An opportunity for children to contribute and all their contributions to be valued
3. Dual coding and visuals to support learning

Cognition and Learning

Subject Challenges

Accessing text of lyrics

Provision for SEND

Provide a modified version, work in pairs or provide an audio version (using seesaw)

Reading music

Child has the option to learn by ear.
Code the colours of the notes and corresponding note positions on the instrument.

Having the spoken or written language to respond to a piece of music

Pupil can voice record (speech to text) , work in pairs or give video response to seesaw

Remembering a musical sequence

Child has access to visual cues, piece is modified for accessibility.

Remembering lyrics to a song for a performance

Child can have visual cues

Communication and Interaction

Subject Challenges

Contributing ideas to response work or composition work may be challenging.

Working in a group for response or composition work.

Provision for SEND

Offer a range of formats to contribute in such as voice or video recording on seesaw.

Use a talk partner to share ideas who can then share them with the group.

Offer a range of formats to contribute in such as voice or video recording on seesaw.

Use a talk partner to share ideas who can then share them with the group.

Physical and sensory

Subject Challenges

Children with visual impairment may find it difficult to see IWB or resources provided

Recording information may be difficult

Children with fine motor or gross motor difficulties may find it difficult to use specific PE equipment

Children who might not be able access some PE equipment

Provision for SEND

Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described

Provide additional ways to record info(video/ICT etc)

Addressing individual needs on a lesson by lesson basis – those with PD – how can you ensure they are included in the lesson based on their ability?

Ensure alternative equipment or support is provided e.g. space for their walker between benches

Social Emotional and Mental Health

Subject Challenges

Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult

Many aspects of PE consist of group work – some children may struggle to manage in these scenarios

Provision for SEND

Ensure children know in advanced what the key areas of the lesson will be

Provide chn with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence

Have clear expectations of group work
Carefully consider groupings
Reduce group sizes if necessary to reduce sense of overwhelm

How is **Music** Sequenced Throughout The School?

The Music knowledge for the pupil is sequenced to build up not only in year but also in three key themes over each year.



???



???



???

	Key Theme 1 ??	Key Theme 2 ??	Key Theme 3 ??
N	My Musical Classroom	Musical Patterns and Performing	Sound Stories
R	My Musical Classroom	Musical Patterns and Performing	Sound Stories
1	Move To The Beat	Exploring Sounds	High or Low?
2	Time To Play – Exploring Pulse and Rhythmic Patterns	Musical Moods and Pictures	Patterns and Pitch – Exploring Pitch and Melody
3	Hear It, Play It! Exploring Rhythmic Patterns	Painting Pictures with Sound	Sing, Play, Notate!
4	Playing with Rhythm – Playing Together and Rhythmic Structures	Musical Contrasts	Melody Builders – Exploring Melodies and Song Structures
5	Exploring Rhythmic Layers	Music and Words	Song Ingredients – Exploring Melody, Harmony and Lyrics
6	We’ve Got Rhythm: Rhythmic Devices and Structure	Musical Effects and Moods	Celebrating Songs

How is **Music** Sequenced Over The Year?

These are delivered in the following Terms.

	Term 1 & 2	Term 3 & 4	Term 5 & 6
N	My Musical Classroom	Musical Patterns and Performing	Sound Stories
R	My Musical Classroom	Musical Patterns and Performing	Sound Stories
1	Move To The Beat	Exploring Sounds	High or Low?
2	Time To Play – Exploring Pulse and Rhythmic Patterns	Musical Moods and Pictures	Patterns and Pitch – Exploring Pitch and Melody
3	Hear It, Play It! Exploring Rhythmic Patterns	Painting Pictures with Sound	Sing, Play, Notate!
4	Playing with Rhythm – Playing Together and Rhythmic Structures	Musical Contrasts	Melody Builders – Exploring Melodies and Song Structures
5	Exploring Rhythmic Layers	Music and Words	Song Ingredients – Exploring Melody, Harmony and Lyrics
6	We've Got Rhythm: Rhythmic Devices and Structure	Musical Effects and Moods	Celebrating Songs

Substantive (*Know...*) & Disciplinary (*Know how...*) **Music** Knowledge

Assessment Question 1. What do I need to teach? Assessment Question 2. What do the pupils understand?

Year N

M.N.1.Singing & Playing

i. ??

Vocabulary
?

M.N.2.Listening

M.N.3. Movement, Imagination, Composition & Improvisation

M.N.4. Notation

Linked Texts
???

Year R

M.R.1.Singing & Playing

- Join in with familiar songs as part of the class or small group.
- Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others.
- Use singing voice in play activities (e.g. in role play, playing in sand).
- Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice.
- Copy simple phrases showing an awareness of pitch and rhythm.
- Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice)
- Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience).
- Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion).
- Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow).
- Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap).
- Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud').
- Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment).
- Play simple rhythms and melodies from songs (e.g. tapping syllables).
- Explore the effect of combining sounds.
- Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics).
- Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high).

Vocabulary
?

M.R.2. Listening

- Describe sounds and music using simple language (e.g. loud/quiet/ fast/slow/scary).
- Identify sounds in the environment and match instruments to sounds.
- Describe and compare sounds created by instruments and voices.
- Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo).
- Listen to music and respond with simple ideas 'the music makes me think of...'
- Listen and remember a sequence of sounds (e.g. high, low, high).

M.R.3. Movement, Imagination, Composition & Improvisation

- Move to the pulse of the music when singing.
- Tap pulse and/or simple rhythms
- Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance).
- Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher)
- Listen and copy simple sound and movement sequences.
- Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music)
- Respond freely to songs and music, exploring ideas and following own paths of interest.
- Choose sounds for a purpose, trying out and adjusting musical ideas.
- Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars).
- Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions).
- Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet).
- Create music from non-musical starting points (e.g. artwork, movement, nature).
- Reflect on music-making (e.g. what worked well/what could we change?).

M.R.4. Notation

- Follow simple notation (e.g. picture cards).
- Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards).

Linked Texts
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Year 1

National Curriculum – Singing Songs and Chants & Instruments

- a. use their voices expressively and creatively by singing songs and speaking chants and rhymes
- b. play tuned and untuned instruments musically

M.1.1. Singing & Playing

- i. Sing simple songs, chants and rhymes as a class
- ii. Copy simple pitch patterns accurately (e.g. singing call and response songs)
- iii. Respond to visual performance directions (e.g. start, stop, loud, quiet)
- iv. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes
- v. Perform short copycat rhythms patterns accurately e.g. word pattern chants
- vi. Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms)
- vii. Play pitch patterns on tuned instruments
- viii. Explore instrumental and vocal timbre, recognising how sounds can be changed
- ix. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)

Vocabulary
???

National Curriculum – Listening & Appreciating

- a. listen with concentration and understanding to a range of high-quality live and recorded music

M.1.2. Listening

- i. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music
- ii. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes
- iii. Listen and describe musical patterns using appropriate vocabulary (*high, low, loud, soft, fast, slow, spiky, smooth, long, short*)
- iv. Listen to sounds in the local school environment, comparing high and low sounds

National Curriculum – Composition & Improvisation

- b. experiment with, create, select and combine sounds using the inter-related dimensions of music.

M.1.3. Composition & Improvisation

- i. Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases
- ii. Create musical sound effects and short sequences of sounds in response to stimuli (*e.g. song lyrics*)
- iii. Combine sounds to tell a story, choosing and playing classroom instruments or sound makers
- iv. Create simple rhythm patterns
- v. Create simple pitch patterns
- vi. Use music technology (if available, to capture, change and combine sounds)
- vii. Experiment with different ways to create sound (*e.g. body percussion, vocal sounds*)
- viii. Explore percussion sounds to enhance songs and storytelling
- ix. Perform to an audience
- x. Explore ways to perform a song (*e.g. adding simple actions or changing vocal timbre*)

National Curriculum – Notation

M.1.4. Notation

- i. Recognise how graphic notation can represent created sounds, exploring and inventing own symbols
- ii. Follow pictures and symbols to guide singing and playing

Linked Texts
???

Year 2

M.2.1. Singing & Playing

- i. Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control
- ii. Sing songs and play singing games, copying pitch patterns accurately
- iii. Sing short phrases independently as part of a singing game or short song
- iv. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p,)
- v. Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion
- vi. Play simple repeated rhythms or melody (ostinato)
- vii. Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion
- viii. Control simple dynamics and tempo when singing and playing
- ix. Play simple melodies and accompany songs using tuned percussion
- x. Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)

Vocabulary
???

M.2.2. Listening

- i. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music
- ii. Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (*faster, slow, spiky, smooth, loud, soft, getting louder/quieter*) and say how it effects the music
- iii. Listen to and interpret features in recorded or live music using dance, art or drama
- iv. Move to the pulse of familiar music, coordinating movements and recognising changes in tempo
- v. Respond independently to pitch changes heard in melodic phrases, indicating with actions

M.2.3. Composition & Improvisation

- i. Create music in response to a non-musical stimulus
- ii. Compose or improvise simple descriptive sounds to match a mood, character or theme
- iii. Recognise and explore how to change and combine sounds to create simple effects
- iv. Explore musical structures, choosing and ordering sounds
- v. Recognise and explore how to change and combine sounds to create simple effects
- vi. Use music technology, if available to capture change and combine sounds
- vii. Create rhythmic patterns from various stimuli, eg spoken words
- viii. Compose simple melodies using a given range of notes
- ix. Collaborate with others, trying out musical ideas and make improvements where necessary

M.2.4. Notation

- i. Invent graphic notations to represent simple features of music (e.g. dynamics and tempo)
- ii. Use graphic notation to represent rhythmic or melodic patterns
- iii. Use graphic symbols to keep a record of a composed piece
- iv. Follow graphic notations to guide singing and playing

Linked Texts
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Substantive (*Know...*) & Disciplinary (*Know how...*) Music Knowledge

Assessment Question 1. What do I need to teach? Assessment Question 2. What do the pupils understand?

Year 3

National Curriculum – Singing Songs and Chants & Instruments

Pupils should be taught to sing and play musically with increasing confidence and control.

a. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

M.3.1. Singing & Playing

- Sing a widening range of unison songs of varying styles and structures, tunelessly and with expression
- Perform actions and movements confidently and in time as a group.
- Sing call and response songs with accurate tuning
- Play call and response rhythms and melodies
- Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.
- Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values
- Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f, p,)
- Explore and select instrumental timbres to suit the mood or style of a piece of music
- Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)
- Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)
- Show growing awareness of different musical roles (conductor, performer, audience, ensemble)

Vocabulary
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National Curriculum – Listening & Appreciating

c. listen with attention to detail and recall sounds with increasing aural memory

e. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
f. develop an understanding of the history of music.

M.3.2. Listening

- Listen to music developing and understanding of its background, history and context.
- Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary
- Listen, and describe how the interrelated dimensions are used to create moods and effects
- Use listening skills to correctly order a sequence of notes
- Listen, and identify direction of pitch in a simple melody, copying with voices or instruments
- Listen, and interpret features in recorded or live music using dance, art or drama

National Curriculum – Composition & Performance

Pupils should be taught to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

b. improvise and compose music for a range of purposes using the inter-related dimensions of music

M.3.3. Composition & Improvisation

- Compose or improvise simple call and response phrases
- Compose rhythmic accompaniments using untuned percussion
- Experiment with musical texture (e.g. combining layers of rhythm)
- Structure a composition with a clear beginning/middle/end and combine layers of musical sound
- Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work)
- Compose and improvise simple pentatonic melodies
- Vary the interrelated dimensions to create different moods and effects.
- Collaborate with others, trying out musical ideas and making improvements where needed.

National Curriculum – Notation

d. use and understand staff and other musical notations

M.3.4. Notation

- Play from rhythmic notation and understand the value of minims, crotchets and quavers
- Follow graphic notation to guide singing and playing
- Use graphic notation to represent rhythmic or melodic patterns
- Create graphic notation to represent two or more layers of musical sound
- Apply word chants to rhythms, understanding how to link each syllable to a musical note

Linked Texts
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Year 4

M.4.1. Singing & Playing

- Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.
- Internalize pitch and copy melodic phrases accurately
- Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)
- Sing songs in major and minor keys recognizing the difference in tonality
- Perform rhythms accurately, recognizing and defining note values and rests
- Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.
- Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble
- Play and perform simple melodies as a whole class or in small groups following appropriate notations
- Control changes in dynamics, tempo and articulation when singing and playing
- Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)
- Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)
- Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)

Vocabulary
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M.4.2. Listening

- Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.
- Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion)
- Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)
- Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)
- Listen and describe direction and shape of melodies
- Recognize major and minor chords
- Listen and compare music, discussing similarities and differences and expressing preferences.

M.4.3. Composition & Improvisation

- Improvise rhythms or melodies
- Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)
- Arrange individual notation cards of known note values to create a sequence of 2, 3 or 4 beat phrases
- Compose layers of rhythm (ostinato phrases)
- Make decisions about the overall structure of compositions and improvisations
- Compose music following a given musical structure (e.g. call and response, rondo, AB)
- Compose lyrics following a given rhythmic/rhyming structure
- Carefully select instrumental timbres to achieve and effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato/ presto/lento, major/minor)
- Evaluate performances, making improvements where needed

M.4.4. Notation

- Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers
- Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)
- Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
- Use graphic notations to represent layers of rhythm.
- Use graphic notations to represent layers of rhythm.
- Use graphic notations to represent layers of rhythm.

Linked Texts
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Year 5

National Curriculum – Singing Songs and Chants & Instruments

Pupils should be taught to sing and play musically with increasing confidence and control.

- a. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

M.5.1. Singing & Playing

- Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style
- Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together
- Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, accelerando, rallentando, staccato, legato)
- Play rhythmic patterns accurately and expressively using instruments or body percussion
- Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.
- Develop knowledge of scales and intervals through singing and playing
- Understand how triads are formed and play them on tuned percussion or keyboard
- Play simple chords, drones, or bass lines and use them to accompany a familiar song
- Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)
- To evaluate performances, suggesting ways to improve and making necessary adjustments

Vocabulary
?

National Curriculum – Listening & Appreciating

- c. listen with attention to detail and recall sounds with increasing aural memory

- e. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

- f. develop an understanding of the history of music.

M.5.2. Listening

- Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.
- Listen, compare and evaluate music from a diverse range of genres, styles and musical periods
- Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics
- Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation
- Interpret features of music through visual art or movement
- Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)
- Understand how pitches can be combined to create harmony and describe the effect

Vocabulary
?

National Curriculum – Composition & Performance

Pupils should be taught to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- b. improvise and compose music for a range of purposes using the inter-related dimensions of music

M.5.3. Composition & Improvisation

- Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character
- Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere
- Compose and notate short melodies using: staff and informal notation
- Compose music with contrasting sections
- Use chords to evoke a specific atmosphere or mood
- Compose music using a combination of lyrics and melody
- Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments

Vocabulary
?

National Curriculum – Notation

- d. use and understand staff and other musical notations

M.5.4. Notation

- Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver)
- Develop understanding of time signatures (3/4 and 4/4)
- Read and perform pitch notation within an octave
- Represent compositions using a combination of graphic and standard notations
- Use and understand musical symbols (e.g. pp, p mp, mf, f, ff,) and apply them to compositions

Linked Texts
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Year 6

M.6.1. Singing & Playing

- Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.
- Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together
- Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances
- Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down)
- Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively
- Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments
- Play chord progressions, drones or bass lines and use them to accompany a song
- Use knowledge of scales to explore intervals, sequences and chromatic scales
- Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, accelerando, rallentando, staccato, legato)
- Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)

Vocabulary
?

M.6.2. Listening

- Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.
- Listen, compare and evaluate music from a diverse range of genres, styles and musical periods
- Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used
- Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation
- Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)
- Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to

Vocabulary
?

M.6.3. Composition & Improvisation

- Improvise vocal and instrumental effects as a class and in small groups
- Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere
- Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant)
- Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms)
- Use song structures as a basis for a composition (e.g. composing lyrics)
- Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony
- Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve

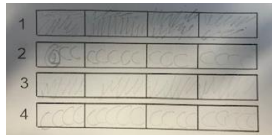
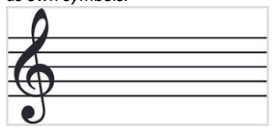
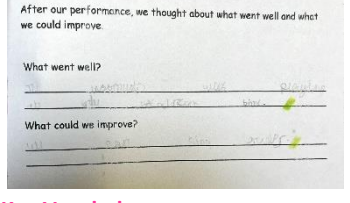

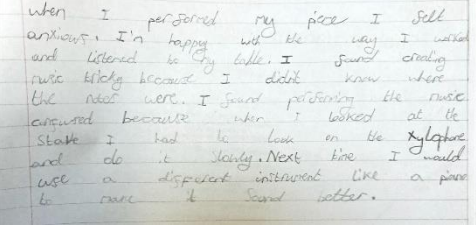

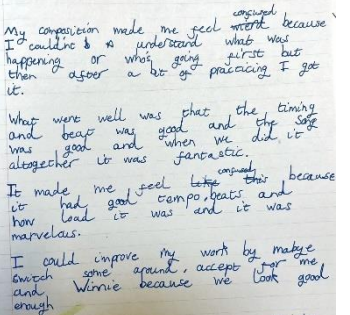

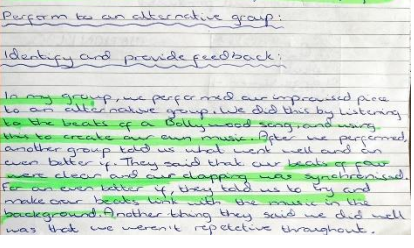
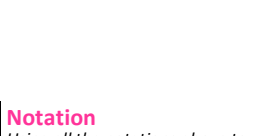
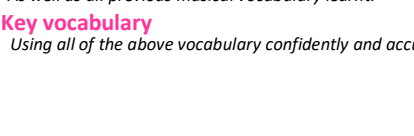
M.6.4. Notation

- Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver)
- Develop understanding of time signatures (3/4 and 4/4, 6/8)
- Read and perform from pitch notation
- Read and perform from graphic notation
- Represent compositions using graphic and standard notations
- Notate melodies and chords using staff or informal notation.
- Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff,) and apply them to compositions

Linked Texts
???

Notation & Evaluation Progression Grid

Assessment Question 1. What do I need to teach? Assessment Question 2. What do the pupils understand?

	Notation	Evaluation	
1	<p>Notation</p> <p>Symbols created by the children to represent sounds – for example loud/quiet sounds, fast/slow sounds.</p> 	<p>MUSIC.Y1.4. Notation</p> <ul style="list-style-type: none">Recognise how graphic notation can represent created sounds.Explore and invent own symbols, for example: <p>MUSIC.Y2.4. Notation</p> <ul style="list-style-type: none">Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.Recognise dot notation and match it to 3-note tunes played on tuned percussion <p>MUSIC.Y3.2. Notation</p> <ul style="list-style-type: none">Introduce the stave, 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, understanding how to link each syllable to one musical note	<p>Key Vocabulary</p> <p>Fast Slow Happy Sad Music Instrument</p> <p>MUSIC.Y1. Evaluation</p> <ul style="list-style-type: none">Listen to a piece of music, identifying if it is fast or slow, happy or sad.Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder) <p>MUSIC.Y2. Evaluation</p> <ul style="list-style-type: none">Begin to recall soundsTalk about the songs/pieces of music which they enjoy and state what they like or dislike about a piece of music.Describe basic elements of music (e.g. pace volume, emotion)
2	<p>Notation</p> <p>Dot (short sound) and stick (longer sounds) notation as well as own symbols.</p> 	<p>Key Vocabulary</p> <p>Pace (speed) and Volume (loud/quiet) emotion (happy/sad).</p> 	<p>MUSIC.Y3. Evaluation</p> <ul style="list-style-type: none">Compare and contrast two pieces of music on the same theme.Listen to and comment on the work of musicians and composers, indicating own preferences.Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)
3	<p>Notation</p> <p>Use of stave, lines and spaces. Children who high and lower pitch on the stave. Introduce crotchet and paired quavers.</p> 	<p>Key vocabulary</p> <p>Pitch (high/low) Timbre (quality of sound) 'rich' 'mellow' 'buzzy' 'warm' 'bright' Dynamics (loud/soft) Tempo (fast/slow)</p> 	
4	<p>Notation</p> <p>Use standard and invented symbols. Introduced to minims and rests.</p> 	<p>Key vocabulary</p> <p>Pitch Rhythm Pulse Tempo Compare Contrast</p> <p>Children should use full sentences and all previous musical vocabulary learnt.</p> 	<p>MUSIC.Y4. Evaluation</p> <ul style="list-style-type: none">Describe how a piece of music makes them feel, making an attempt to explain why.Use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece.Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.
5	<p>Notation</p> <p>Use standard and invented symbols. Introduced to semibreves and semiquaver</p> 	<p>Key Vocabulary</p> <p>Musician, composer, prefer, emotions, expressive, As well as all previous musical vocabulary learnt.</p> 	<p>MUSIC.Y5. Evaluation</p> <ul style="list-style-type: none">Comment on the work of musicians and composers, indicating own preferences.Describe how music can be used to create expressive effects and convey emotions
6	<p>Notation</p> <p>Using all the notations above to record a melody.</p> 	<p>Key vocabulary</p> <p>Using all of the above vocabulary confidently and accurately.</p> 	<p>MUSIC.Y6. Evaluation</p> <ul style="list-style-type: none">Explain how musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood & effects.Identify and explore the relationship between sounds and how different meaning can be expressed through sound and music.

How Do We Assess In Music?

Assessment Question 1. What do I need to teach?

Curriculum Overview

The previous years knowledge is outlined in this Curriculum Booklet. We look back at the units in the themes and so they are able to see the previous learning.

Previous Learning

Staff are able to look at the pupils' books and the Assessment information in Arbor to see which children had met the expected standard and which would need additional support.

Assessment Question 2. What do the pupils understand?

Use of Questioning

Use of questioning to check whole class understanding - Avoiding closed questions

- Probing questions – finding out what the child and unpicking their thoughts
- Prompting questions – help direct pupils and draw attention to specific aspects
- Promoting questions – open ended sparking discussion and allow to explore and deepen thinking

Live Feedback

All staff give in the moment marking/feedback is in the lesson when working with the child.

Whole Class Feedback sheets are used to track the pupils who require more support in the later sessions.

Marking and moving on comments

Marking and moving on comments in books – time given for children to respond (*Adults use a coloured pen, children respond in purple*).

Mini- Quizzes

Adults will use mini-quizzes at the end of a lesson or in a mini-plenary. These will be verbal or physically moving such as 'true or false' or 'point to the answer'

Key Performance Indicators

The staff will use the KPIs to ensure that the key Sticky

Assessment Question 3. What can the pupils apply?

End Unit Assessment

At the end of the unit, the pupils will be set a task to apply their knowledge from the unit, such as creating a piece of Music or a performance in line with the theme of the topic. The task will allow them to show the key knowledge which the children can apply. Staff will use the Key Performance Indicators (*KPI*) to assess the task and to The KPIs will be used to inform planning and future learning.

What Are The End Points For Each Year In Music?
Assessment Question 3. What can the pupils apply?

	???	???	???	???
N				
R			R.1.	R.2.
1	1.1.	1.2.		1.3.
2	2.1.	2.2.	2.3.	2.4.
3	3.1.	3.2.	3.3.	3.4.
4	4.1.	4.2.		
5				
6				