



Singlewell Primary School

C.A.R.E.S about being...

Curious
Ambitious
Resilient
Equal
Safe

Music Curriculum Document

Intent for Music Curriculum

Our aim is to promote a love of music and singing throughout Singlewell Primary School. To make music an enjoyable learning experience, harnessing a child's creativity and building their self-confidence through a variety of musical experiences. To listen to, appreciate and be **curious** about music of different genres and different cultures; developing an understanding of a variety of composers and musicians and learn how music can represent feelings and emotions. To gain sufficient understanding of musical language including tempo, timbre, rhythm, pitch, dynamics, structure, musical notation and melody. To use this knowledge to discuss and appreciate a range of musical pieces. To work with others to compose music and perform to an audience, building confidence and **resilience** when facing new challenges and having the **ambition** to perform to the highest level possible. Children will be given the opportunity to learn a pitched musical instrument during their time in KS2 in an **equal** and **safe** environment. Y3-ocarina /Charanga alternate terms. Y4-six terms recorder. Y5-six terms glockenspiel. Y6-six terms ukulele.

Learning in EYFS:

The most relevant statements for Music are taken from the following areas of learning:

3-4 Years		Reception		Early Learning Goal	
Communication and Language	• Sing a large repertoire of songs.	Communication and Language	• Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.	Expressive Arts and Design Being Imaginative and Expressive	• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks.	Physical Development	• Combine different movements with ease and fluency.		
Expressive Arts and Design	• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.	Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.		
Key Words	• Instruments , songs, sounds, melody, pitch, singing				

	Y1	Y2	Y3	Y4	Y5	Y6
Performing	I can take part in singing a variety of songs.	I can take part in singing accurately following the tune (melody).	I can sing songs in tune from memory.	I can sing songs in tune with expression and showing control. Pronounce words within a song clearly (diction).	I can sing in tune from memory with control, breathing well and using clear diction.	I can perform confidently and fluently in a range of solo and ensembles using voice and instruments.
	I can follow instructions on how and when to sing or play an instrument.	I can play tuned and un-tuned instruments with some control.	I can show control when singing and playing instruments e.g. ocarina	I can play instruments with care so they are clear e.g. recorder	I can play an accompaniment (glockenspiel, drum, cymbal etc.) or an instrument eg recorder	UI can use a variety of musical devices including melody, rhythms and chords in different tuned and un-tuned instruments e.g. ukulele.
	I can explore ways to play instruments such as shaking, hitting, plucking and scraping.	I can handle and play instruments with control.	I can perform with an awareness of others.	I can join a group, sing and play being aware of what the others are singing or playing.	I can create performances that are appreciated by the audience.	I can sustain a drone or melodic ostinato to accompany singing.
	I can imitate changes in pitch.	I can make and control high and low sounds (pitch) long and short sounds (duration), and loud and quiet sounds (dynamics) using voice and instruments.	I can repeat melodic phrases and play them by ear.	I can maintain a simple part within a group. I can improvise with 2 notes later building to 3.	I can hold a part in a round. I can improvise with 5 notes or a pentatonic scale.	I can perform alone and in a group, displaying a range of techniques. I can sing a harmony part confidently and accurately.
	I can copy a mixture of different sounds (long and short, loud and quiet, high and low).	I can create a mixture of different sounds (long and short, loud and quiet, high and low).	I can understand that improvisation is making up your own tune within boundaries and is not written down.	I can compose melodies and songs using simple repeating patterns.	I can create rhythmic patterns and tunes with an awareness of timbre and duration. (including use of ICT).	I can create music which reflects given intentions and uses notation as support for performance. (including use of ICT) I can use digital technologies to compose, edit and refine pieces of music (Purple Mash)

Composing	I can copy a mixture of different sounds (long and short, loud and quiet, high and low)	I can create a mixture of different sounds (long and short, loud and quiet, high and low).	I can carefully choose sounds and order them to create an effect.	I can compose melodies and songs using simple repeating patterns.	I can create rhythmic patterns and tunes with an awareness of timbre and duration. (including use of ICT).	I can create music which reflects given intentions and uses notation as support for performance.
	I can copy sounds that represent different things (moods feelings, animals)	I can create a mixture of different sounds (long and short, loud and quiet, high and low)	I can create short rhythmic phrases and musical patterns.	I can combine and control sounds to create an effect.	I can combine a variety of musical devices, including melody, rhythm and chords in order to gain a defined effect.	I can create songs with verses and a chorus that convey the relationship between the lyrics and the melody.
					I can create accompaniments for tunes using drones or ostinato.	I can combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect.
Transcribing		I can use invented symbols to represent simple rhythmic patterns.	I can invent symbols to indicate when to play and rest.	I can use invented symbols/notations to represent own piece of music.	I can use standard musical notation alongside invented symbols to record own compositions.	I can accurately use standard musical notation to record own compositions.
				I can recognise some notes on the musical stave.	I can recognise the notes EGBDF and FACE on the musical stave.	I can read all notes accurately on the musical stave.
				I can recognise the symbols for a minim, crotchet and quaver and say how many beats they represent	I can use the symbols for a crotchet, minim, quaver and semibreve to indicate how many beats to play in own compositions.	I can use and understand simple time signatures. I can understand the use of the # (sharp) and (flat) symbols.

Describing	I can listen for different types of sounds in music.	I can listen and recognise changes in pitch, duration and dynamics and how this affects the mood in music.	I can describe music using: pitch, tempo and beat.	I can describe music using: timbre, duration, pitch, beat, tempo, texture.	I can evaluate music using musical vocabulary to identify areas of like and dislikes in my own and others' music.	I can understand how lyrics reflect cultural context and have social meaning and use this to enhance their own compositions.
	I can recognise that sections of music can sound the same or different.	I can recognise that songs have a structure e.g. verse – chorus - verse or verse, middle, end.		I can evaluate music using musical vocabulary to identify areas of likes and dislikes.	I can evaluate how music is affected by changes in timbre, duration, pitch, beat, tempo, texture.	I can describe how lyrics often reflect the cultural context of music and have social meaning.
	I can identify groups of instruments.	I can identify and name a range of instruments.		I can understand layers of sounds and discuss their effect on mood and feelings.	I can identify strengths and weaknesses in my own music.	I can evaluate how music changes using a wide range of music vocabulary such as; pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, cyclic patterns and cultural context.
	I can start to identify the beat in music.	I can recognise fast, medium & slow tempos in a range of music.				I can refine and improve my work.
						I can appreciate harmonies and work out how drones and melodic ostinato are used to accompany singing
	<u>Charanga Music Scheme:</u> Introduces symbols and notations for the children to perform using tuned and percussion instruments. Listening and appraising: Play short pieces of a variety of musical genres and artists using Charanga listening calendar.					