

West Croft School



Music

Curriculum Intent





Through an **exciting, creative** and **hands-on** Music curriculum we aim to **inspire** and **engage** children with a wide range of Musical **experiences**.

Children will, through **practical-led, exploratory** musical activities foster their **enjoyment** of music and will **explore, appreciate, understand** and **create** a wide variety of music from a range of cultures, styles and times.

At West Croft we recognise that Music is a **universal** language that embodies one of the highest forms of creativity, therefore, through pupils own increased **understanding** and **talent** as **musicians** pupils should increase their **self-confidence, creativity** and sense of **achievement**. Pupils should develop their understanding and experiences of performing in solo, group and whole class **ensembles**.

Therefore, our aim, is to promote **active** ways for pupils to realise their **individual creative** potential and to be able to **express** themselves through Music.

Music programmes of study:

Key Stages 1 and 2 National Curriculum in England

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content Key Stage 1

Pupils should be taught to:

- 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.

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 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 to 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
- Develop an understanding of the history of music.

End of Year Outcomes in Music



By the end of Year 1 & 2, pupils should be able to:	By the end of Year 3 & 4, pupils should be able to:	By the end of Year 5 & 6, pupils should be able to:
<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 (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations). • 	<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 interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations). • • 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. • 	<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 interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations). • • 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.

Skills Progression in Music

PERFORMING

Singing

Playing instruments

	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Singing	<ul style="list-style-type: none"> Sing simple songs with a limited range, and chants and rhymes from memory. Singing collectively at the same pitch, responding to simple visual directions. Sing call-and-response songs to control and match vocal pitch. Understand how to warm voices ready to sing. 	<ul style="list-style-type: none"> Sing songs with a small pitch range accurately with increasing vocal control. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing. Understand good posture to support singing. 	<ul style="list-style-type: none"> Sing unison songs with widening pitch range, in varying styles, tunefully and with expression. Perform actions confidently and in time. Perform as a choir in school assemblies. 	<ul style="list-style-type: none"> Sing unison songs with an octave range, pitching accurately, and following choral directions. Sing rounds and partner songs with different time signatures. Sing songs with a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies 	<ul style="list-style-type: none"> Sing songs with a sense of ensemble and performance. Observe phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform in school assemblies and other performance opportunities. 	<ul style="list-style-type: none"> Sing songs with syncopated rhythms. Sing as part of a choir, with a sense of ensemble and performance. Observe rhythm, phrasing, accurate pitching and appropriate style. Experiment with positioning singers. Perform in school and to a wider audience
Playing instruments	<p>Play untuned percussion.</p>	<ul style="list-style-type: none"> Play untuned/tuned percussion and classroom instruments using notes G, A, and B. 	<ul style="list-style-type: none"> Play untuned/tuned percussion, classroom and whole-class instruments (if appropriate) using notes G, A, B, D, and E. 	<ul style="list-style-type: none"> Play tuned percussion, classroom and whole-class instruments (if appropriate) using notes C, D, E, F, G, A, and B. 	<ul style="list-style-type: none"> Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chords. 	<p>Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chord progressions</p>

Skills Progression in Music

EVALUATING

Listening & Appraising

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<ul style="list-style-type: none">Listen attentively and with understanding to music from different historical periods.	<ul style="list-style-type: none">Recognise the sound of different families of instruments and how each makes a sound.Listen to music from around the world.	<ul style="list-style-type: none">Aurally identify dimensions in music, such as pitch and texture.Appreciate and respond to music from across historical periods and traditions.	<ul style="list-style-type: none">Listen with attention to detail and recall sounds with increasing aural memory.Understand contrasting traditions and stories	<ul style="list-style-type: none">Develop and expand musical understanding through critical listening.Understand the stories, origins, traditions, history and social context of Brazilian samba.	<ul style="list-style-type: none">Further develop students' knowledge and understanding of the music they are listening to.

Skills Progression in Music

COMPOSING

Creating

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<ul style="list-style-type: none"> • Improvise simple vocal chants using question-and-answer phrases. • Create musical sound effects in response to a stimulus. • Combine sequences of sounds to make a story. • Understand the difference between creating a rhythm pattern and a pitch pattern • . Invent, remember and perform rhythm and pitch patterns. • Recognise and create graphic notation to represent sounds. 	<ul style="list-style-type: none"> • Sing and play, using percussion instruments, simple, improvised question and answer phrases. • Create music in response to a non-musical stimulus. • Use graphic symbols and dot or stick notation to record composed pieces 	<ul style="list-style-type: none"> • Develop improvising skills using voices and untuned and tuned instruments, inventing short 'on-the-spot' responses with a limited note-range. • Compose in response to different types of stimuli. • Structure musical ideas to create music that has a beginning, middle and end. • Create and simply notate three-note phrases. • Compose song accompaniments on untuned percussion. 	<ul style="list-style-type: none"> • Improvise with a limited range of notes, paying attention to musical features such as legato and staccato (smooth and detached) articulation. • Make compositional decisions about the overall structure of improvisations. • Create and play short pentatonic phrases using five notes. 	<ul style="list-style-type: none"> • Improvise freely over a drone or groove, developing a sense of shape and character. • Experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo). • Compose melodies made from pairs of phrases in a major and minor key. • Compose a short ternary piece. • Enhance these melodies with rhythmic or chordal accompaniment. 	<ul style="list-style-type: none"> • Extend improvised melodies beyond 8 beats. • Develop improvisation skills to create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence.

Skills Progression in Music

COMPOSING

Music Technology

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<ul style="list-style-type: none"> Use the Rhythm Grids tool to create and read simple rhythm patterns. Use the Percussion Writer tool to write and read symbols that represent sounds. <p>Optional: use the Quickbeats tool to explore drum patterns</p>	<ul style="list-style-type: none"> Use the Rhythm Grids tool to create and read more complex rhythm patterns. Use the Music Notepad tool to recognise and write music. Use the Listen Out tools to explore music from around the world. 	<ul style="list-style-type: none"> Use the Music Explorer tool to write and read music. Use video to capture and record creative ideas. 	<ul style="list-style-type: none"> Use the Music Explorer tool to write sequences of 2, 3 or 4-beat phrases, arranged into bars. Use the YuStudio DAW to explore musical components and sound effects by composing music for a video. Use YuStudio to introduce major and minor chords. Use video to capture and record creative ideas. 	<ul style="list-style-type: none"> Use the Music Notepad tool to create a ternary piece. Use YuStudio to explore major and minor chords and to evoke a specific atmosphere, mood or environment. 	<ul style="list-style-type: none"> Use the Music Notepad tool to plan, compose, notate, and play melodic phrases that incorporate rhythmic variety and interest. Use YuStudio to create and produce music with multiple sections, and be able to explain how musical contrasts are achieved. Use YuStudio to remix real instrument loops

Skills Progression in Music

PERFORMING

Musicianship or Performing and Notation

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<ul style="list-style-type: none"> Walk, move or clap a steady pulse/beat with others, keeping in time as the tempo of the music changes. Create and repeat rhythm patterns and ostinati using body and classroom percussion in time with the beat. Move and dance to the pulse in recorded/live music. Listen for high and low sounds. Sing familiar songs with different voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing. 	<ul style="list-style-type: none"> Move in time to the beat. Understand and keep in time with changes of speed. Begin to group beats in twos and threes. Play and invent copycat rhythms. Create rhythms using word phrases. Represent rhythms with notation including crotchets, quavers and crotchet rests. Recognise dot notation and match to 3-note tunes played on tuned percussion. Sing short phrases independently within a singing game. 	<ul style="list-style-type: none"> Learn to play a tuned instrument. Play and perform melodies following staff notation with a small range of notes. Listen and accurately repeat short melodic phrases played at different tempos. Recognise a stave and a clef. Understand the differences between crotchets and paired quavers. Apply word chants to rhythms. 	<ul style="list-style-type: none"> Develop instrumental and musical skills. Play and perform more complex melodies following staff notation as a class and in groups. Play and perform in two or more parts from simple notation. Understand the differences between minims, crotchets, paired quavers and their rests. Follow and perform simple rhythmic scores, and be able to maintain an individual part. 	<ul style="list-style-type: none"> Play and perform melodies following staff notation written up to one octave. Understand and play triads/chords. Add chordal accompaniments to songs. Combine acoustic instruments to form mixed ensembles. Develop the skill of playing by ear, copying longer phrases and familiar melodies. Understand semibreves, minims, crotchets, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. 	<ul style="list-style-type: none"> Confidently read and perform from notation, identifying note names and duration. Play melodies, making decisions about dynamic range. Engage with others through ensemble playing, taking on melody or accompaniment roles. Understand the difference between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.

Year 1	Rhyming In Time Find The Beat and Dancing Dinosaurs	Let's Start Singing Name Song, Babushka & Little Angel Gets Her Wings	Music Inspired By The World Around Us In The Sea	Exploring Rhythm Patterns Hey You! and Rhythm Grids	Sound And Pictures RSNO's Yoyo and the Little Auk	Highs And Lows Music Is In My Sout
Year 2	Questions And Answers Hello and Hey Friends	Let's Keep Singing The Wee Kirkudbright Centipede, Babushka and Littl...	Sound And Symbol 1 A Glockenspiel Adventure!	Sound And Symbol 2 More Glockenspiel Adventures!	Around The World Hands Feet Heart	The Power Of Communication It's OK (Please Just Say)
Year 3	A Shining Performance Sparkle In The Sun	Sing And Move The King Of All Polar Bears and Five Gold Rings	Music And Video Be Safe Online	You Gotta Try You Gotta Try	Music And Sound Sinfonia Cymru's Regenerate: Seasons for Change Project 1	Sound Exploration RSNO's Sounds Of The Deep
Year 4	Create And Notate You Can See It Through	Singing and Traditions The King Of All Polar Bears and Five Gold Rings	Recycling Songs Plastic	Exploring Musical Contrasts Let Your Spirit Fly	FX Sound Effects YuStudio Underwater Project	Round And Round Frere Jacques and Row Row Row
Year 5	Shaping Music My Best Friend	Unlocking Vocal Potential Panto Pandemonium, Bells Ring Out and The...	Sounds Dramatic YuStudio A Spooky Story Project	Decoding Sound and Notation Heal The Earth	Carnival Time 1 Brazilian Samba Drumming - Part 1	Discovering Grime YuStudio Grime Project
Year 6	Music Speaks YuStudio Hip Hop Project	Express, Inspire And Perform Panto Pandemonium, Bells Ring Out and The...	Music Reimagined Sinfonia Cymru's Regenerate: Seasons for Change Project 3	Musical Sketches Roll Alabama	Music Remixed YuStudio Dragon Beats Project	The Grand Finale La Bamba

	Performing - Singing
	Performing - Playing instruments
	Composing - music technology

MUSIC Curriculum Map Year 1

	Composing -creating
	Evaluating - Listening & appraising
	Musicianship or Performing and Notation

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<p style="text-align: center;">Rhyming in time</p> <p>Find the beat and dancing dinosaurs</p>	<p style="text-align: center;">Let's start singing</p> <p>Name song, Babushka & little angle gets wings</p>	<p>Music inspired by the world around us</p> <p style="text-align: center;">In the sea</p>	<p>Exploring rhythm patterns</p> <p>Hey you! And rhythm grids</p>	<p>Sound and pictures</p> <p>RSNO's yoyo and the little Auk</p>	<p>Highs and lows</p> <p>Music is in my soul</p>
<p>Move in time with the beat/ pulse, responding to the different tempo (speeds).</p> <p>Chant, rap and sing using different voices (eg elephants and snakes) following simple cues such as starting together</p>	<p>Understand how to warm up your body and voice, ready to sing.</p> <p>Sing songs accurately matching the vocal pitch (in tune)</p>	<p>Listen attentively and with understanding to music from different historical periods.</p> <p>Understand that music can tell a story</p>	<p>Understand that an ostinato is a repeated pattern.</p> <p>Copy and create simple rhythm patterns (Call and Response).</p>	<p>Match and create pictures/ symbols to represent sound.</p> <p>Capture, sequence and change sounds to make a musical story</p>	<p>Understand the difference between a rhythm and pitch pattern.</p> <p>Identify different pitches (highs and lows) in music and in sounds around the school.</p> <ul style="list-style-type: none"> • • • •

MUSIC Curriculum Map Year 2

	Performing - Singing
	Performing - Playing instruments
	Composing - music technology

	Composing -creating
	Evaluating - Listening & appraising
	Musicianship or Performing and Notation

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<p>Questions and Answers Hello and hey friends</p>	<p>Let's keep singing The Wee Kirkudbright centipede, Babushka and Little Angel gets her wings</p>	<p>Sound and symbol 1 A glockenspiel adventure</p>	<p>Sound and symbol 2 More glockenspiel adventures</p>	<p>Around the world Hands feet heart</p>	<p>The power of communication It's ok (Please just say)</p>
<p>Understand what timbre means and identify percussion instruments by their sound.</p> <p>Improvise using Question and Answer phrases on untuned instruments.</p>	<p>Sing songs with increasing accuracy and control.</p> <p>Demonstrate an understanding of dynamics and tempo following written or visual instructions.</p>	<p>Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch.</p> <p>Recognise the sound of different families of instruments and how each make a sound.</p>	<p>Recognise and write music using dots (blobs), sticks & stave notation.</p> <p>Understand and use graduation of dynamics such as crescendo (getting louder) to add interest to a performance.</p>	<p>Listen to music from around the world.</p> <p>Explore tempo, understanding that music can be at different speeds.</p>	<p>Communicate the meaning of the song with our voices and sign language.</p> <p>Sing short vocal phrases independently.</p> <ul style="list-style-type: none"> • • • •

MUSIC Curriculum Map Year 3

	Performing - Singing
	Performing - Playing instruments
	Composing - music technology

	Composing -creating
	Evaluating - Listening & appraising
	Musicianship or Performing and Notation

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
A shining performance Sparkle in the sun	Sing and move The King of all polar bears and five gold rings	Music and video Be safe online	You gotta try You gotta try	Music and sound Sinfonia Cymru's regenerate: Seasons for change Project 1	Sound exploration RSNO's sounds of the deep
Be confident with reading and playing G, A and B (doh re me) in a new context. Use creative ideas inspired by different stimuli to improve a performance.	Sing songs with attention to expression and dynamics, following the conductor's cues. Perform actions with accuracy and confidence.	Use storyboards to sequence and structure a music video. Explore self-representation through portraits and personalised avatars.	Compose song accompaniments on untuned percussion using known rhythms and note values. Introduce and understand the differences between crotchets and paired quavers	Add an accompaniment to a song/piece of music. Compose in response to a musical stimuli.	Aurally identify dimensions in music such as pitch, duration and texture. Appreciate and respond to music from across historical periods and traditions. <ul style="list-style-type: none"> • • • •

MUSIC Curriculum Map Year 4

	Performing - Singing
	Performing - Playing instruments
	Composing - music technology

	Composing -creating
	Evaluating - Listening & appraising
	Musicianship or Performing and Notation

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<p>Create and notate You can see it through</p>	<p>Singing and traditions The king of all polar bears and five gold rings</p>	<p>Recycling songs Plastic</p>	<p>Exploring musical contrasts Let your spirit fly</p>	<p>FX Sound Effects YuStudio Underwater project</p>	<p>Round and Round Frere Jacques and row row row</p>
<p>Copy and improvise short melodic phrases. Compose short structured piece using Music Explorer.</p>	<p>Sing 2-part songs as duets or melody and accompaniment with accurate pitching. Understand contrasting traditions and stories.</p>	<p>Compose a song demonstrating an understanding of the musical components. Capture and record creative ideas.</p>	<p>Develop and deepen instrumental skills. Explore musical contrasts such as staccato/legato and crescendo/decrescendo.</p>	<p>Use sound effects to add drama to a film clip. Begin to make compositional decisions.</p>	<p>Sing rounds, and songs with small and large leaps. Perform a range of songs in a school assembly.</p> <ul style="list-style-type: none"> • • • •

MUSIC Curriculum Map Year 5

	Performing - Singing
	Performing - Playing instruments
	Composing - music technology

	Composing -creating
	Evaluating - Listening & appraising
	Musicianship or Performing and Notation

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
Shaping music My best friend	Unlocked vocal potential Panto Pandemonum, Bells ring out and the match girl's Christmas	Sounds Dramatic YuStudio A spooky Story Project	Decoding sound and notation Heal the earth	Carnival time 1 Brazilian Samba Drumming – Part 1	Discovering Grime YuStudio Grime Project
Improvise freely over a drone or groove. Compose a short ternary piece using Music Notepad.	Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style Sing songs in unison, and in two or three parts.	Introduce major and minor chords. Use chords to compose music to evoke a specific atmosphere, mood or environment.	Develop and expand musical understanding through critical listening. Read and play notated melodies.	Develop the skill of playing by ear on instruments, copying longer phrases. Play musical instruments with increasing technical control, accuracy, fluency and expression	Perform as an ensemble using acoustic instruments. Understand the stories, origins, traditions, history and social context of Brazilian samba. • • •

MUSIC Curriculum Map Year 6

	Performing - Singing
	Performing - Playing instruments
	Composing - music technology

	Composing -creating
	Evaluating - Listening & appraising
	Musicianship or Performing and Notation

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<p>Music Speaks YuStudio Hip hop Project</p>	<p>Express, inspire and perform Panto Pandemonum, Bells ring out and the match girl's Christmas</p>	<p>Music reimaged featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 3</p>	<p>Musical sketches Roll Alabama</p>	<p>Music remixed YuStudio Dragon Beats Project</p>	<p>The Grand Finale La Bamba</p>
<p>Create and produce music with multiple sections that include repetition and contrasts.</p> <p>Use chord changes as part of a (sequenced) composition.</p>	<p>Perform songs in school assemblies, school performance opportunities and to a wider audience.</p> <p>Develop listening skills, balance between parts and vocal independence by experimenting with where students stand.</p>	<p>Compose a piece using music software to create and record it.</p> <p>Understand and be able to explain how musical contrasts are achieved.</p>	<p>Plan and compose 8 bars of music with melodic and rhythmic interest.</p> <p>Notate and play this music, adding dynamic contrasts.</p>	<p>Develop students' knowledge and understanding of the music they are listening to.</p> <p>Learn how to remix real instrumental loops.</p>	<p>Sing a range of songs, including those that involve syncopated rhythms, with appropriate style.</p> <p>Sing rounds and partner songs.</p> <ul style="list-style-type: none"> • • • •