



# Music



*“The central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical.” Ofsted.*

Curriculum Coverage								
Threshold Concepts	Pulse	Rhythm	Melody	Active Listening and Appraising	Performing	Singing	Composition	
Upper KS2	Y6	Independently perform 2/4, 3/4 and 4/4 at varied tempos Solo and in ensemble	Performing on beat and syncopated rhythms within 2/4, 3/4 and 4/4 time signatures. Perform 4 bar phrases Crochet, quavers, minims, dotted crotchet and equivalent rests.	To perform using an octave fluently Piece using repetition, mainly stepwise.	Recognise: 3 different tempos key melody instruments/typical genres and instruments styles of Music mood and emotion	Octave range Perform with accuracy and expression Solo and as an ensemble Respond to conductor Different performance opportunities	Singing musically within an octave and include extended harmony. Respond to the performance direction of the piece e.g. phrasing	Extended pieces of music using 8 notes and a variety of rhythms, tempos and time signatures.
	Y5	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures	On an instrument Syncopation Dotted rhythms 2/4, 3/4, 4/4 2 tempi	5 – 8 notes (or 4 chords) Capture in different formats for recreation.	Pick out and perform syncopated rhythms Why does music use those types of rhythms?	Perform 5 – 8 notes or chord progressions (up to 2 chords per bar) And more complex rhythms	5 – 8 note ranges Follow the contour of the melody and react to changes in pitch To perform in turn, accurately and with expression Perform in 2-part harmony in contrasting parts.	Between 5 - 8 notes Up to 4 bar melodies Different tempos and time signatures Include syncopation
Lower KS2	Y4	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany	Syncopation Dotted rhythms 2/4, 3/4, 4/4 tempi	5 notes or 4 chords	Compare pieces of music from different traditions contain 2 or more different parts	Perform up to 5 notes melodies (or up to 4 chords) and more complex rhythms	Sing pieces in 2 part that have contrasting melodies and countermelodies with a range of 5 notes	5 notes More developed rhythmic patterns up to 4 bars
	Y3	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos	Crochet, quaver, minim, semi-breve, rests	Perform 3 notes from notation Simple rhythms and rests.	Identify and describe musical features from different traditions. Sing/playback heard melodies.	Use tuned perc. Melodic instruments and the voice to perform 3 note melodies and simple rhythms	Sing songs and folk rounds whilst accompanied by ostinatos from the group	Create basic 3 notes tunes Simple rhythms Crochet, quavers, minims and rests
KS1	Y2	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4)	2 bar repetition using crotchets, quavers and minims	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims	Identify where elements change Replicate change in performance	Play at least 2 bar phrases on untuned percussion and body percussion	Sing simple songs and folk songs in rounds accurately.	Repeat basic longer rhythms from memory At least 2 bars Add imitations of rhythms
	Y1	Keep a steady pulse in a group and be able to pick out two different tempos in music	1 bar repetition using crotchets, quavers and minims	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids	Identify features of a range of high quality and recorded music Replicate basic rhythms heard.	Play basic rhythms on untuned percussion instruments and use body percussion. Repetition	Sing simple folk tunes in unison both with and without accompaniment or backing tracks	Improvise Simple rhythms based on given stimuli (e.g. rhythm grids)

## **Intent**

Our intent is that every pupil is a musician, developing as a performer, singer and composer; with the ability to listen and to critically analyse music. The National Curriculum is at the heart of the document, developing incremental improvement lesson by lesson and building on the ambition of the Model Music Curriculum.

Singing is a “Golden Thread” (National Plan for Music Education) ensuring that pupils sing and develop their technique every lesson. Pupils will develop deep musical knowledge of music through demonstrating the musical skills they have learnt.

The three pillars of learning; technical, constructive and expressive are all embedded through practical music making and analysis. By giving explicit singing and listening examples we are making sure that pupils are exposed to a breadth of musical styles and genres, embedding the work of the great composers as key artists in that particular style.

High quality music teaching is our goal, making sure that there is progression between all Key stages, ensuring standard use of vocabulary and being explicit in the musical knowledge and skills pupils will learn by the end of KS2, ensuring continued high-quality music teaching at Key stage 3 through deeply embedded skills. Repetition and incremental improvement is key to effective music learning, making sure that deep knowledge is embedded and that pupils don't purely experience music.

## **Implementation**

The progress map demonstrates the expected outcome for each pupil at the end of year group, giving clear outcomes based on Technical, constructive and expressive skills. This will be achieved overtime through repetition of exercises.

Each toolkit contains 4 components, each containing key skills (such as singing, listening and composing) to develop as musicians. We have deliberately not given the amount of teaching time for each component, as it will depend on the pupils and the class but it is expected that all components will be completed by the end of each term. There are links to videos and examples to support the teaching but are not intended for teachers to show to the class. High quality music teaching succeeds when the teacher is leading the music, giving suggestions for improvement and ultimately allowing the pupils to have more control of the sound they are making.

## **Impact**

Pupils will be able performers moving from confidence in Rhythm and pulse in Year 1 and 2, Pitch and Melody in Year 3 and 4 and then developing a rounded musician at Year 5 and 6. Pupils will sing, perform, compose and appraise confidently having been nurtured as musicians. Controlling the sound is key to pupils demonstrating their development and ability as musicians, having more control and the intent of the music.

