



Curriculum Learning Guide

Music

How is Music taught at St Philip's CE Primary Academy?

To be read alongside EYFS Programmes of Study for Curious Minds

Curriculum Intent:

What do we want to achieve with our Music curriculum?

The aim of our Music curriculum is to give children at St Philip's the opportunity to express themselves as musicians, to develop spirituality, creativity and a life-long love of music.

The intention of the **Kapow Primary** music scheme is first and foremost to help children to feel that they are musical, and to **nurture** a life-long love of music – which aligns with our biblical links to Matthew 5:16 'let your light shine.' We focus on developing the skills, knowledge and understanding that children need in order to become **confident** performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to **respect** and appreciate the music of all traditions and communities and their **uniqueness**.

Children will **aspire** to develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the **diverse** history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as **team-working, leadership, independence, creative thinking, problem-solving, decision-making, presentation** and **performance** skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Kapow Primary's Music scheme of work enables pupils to **achieve** the end of key stage attainment targets outlined in the National curriculum and the aims of the scheme align with those in the National curriculum.

Children will understand that **Music** is appreciating different sounds and how these can be recorded and played.

Implementation:

How will this be achieved?

At St Philip's CE Primary Academy, as we are not music specialists, we have made the decision to implement the **Kapow Primary** Music scheme. This takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The Inter-Related Dimensions of Music

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the inter-related dimensions of music - pitch, duration, tempo, timbre, structure, texture, dynamics and notation - and use these expressively in their own improvisations and compositions.

As indicated in our Progression of Skills and Knowledge below, our curriculum covers the National Curriculum and demonstrates how these skills and knowledge are taught within each year group, how they develop year-on-year to ensure attainment targets are securely met by the end of each key stage.

Within our Music curriculum, through the activities (**listening, composing, performing**) the three pillars of Music (**technical, constructive, expressive**) and the specific year group units, we have mapped out both **declarative** and **procedural** knowledge (e.g. **declarative**: to understand that different types of sounds are called timbres; **procedural**: combine melodies and rhythms to compose a multi-layered composition in a given style)

The **Kapow Primary** scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross-curricular links with other areas of learning.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. Further CPD opportunities can also be found via webinars with our music subject specialists. **Kapow** has been created with the understanding that many teachers do not feel confident delivering the music curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

In addition to the core Music Curriculum, classes in Key Stage 2 (Y3-5) will also take part in instrument ensemble lessons; teacher-led in Years 3 and 4 using Ocarinas and Recorders respectively; weekly Samba Drum sessions delivered by the Bradford Music Service to Year 5.

Unit Structure & Lesson Structure

Over the academic year, each year group will cover four units of Music. Each unit will consist of five lessons lasting 30-60 minutes each, depending on age and ability. Class teachers will decide if they wish to teach the lessons across a five-week period within a set half term, or in a block e.g. a whole day or two afternoon sessions etc. This will be communicated and agreed with the Music Subject Leader prior to the commencement of the new half term.

Each lesson consists of a starter activity or '**Attention Grabber**' followed by the '**Main Event**' which includes a very practical approach to the teaching and learning of Music, and includes the use of video clips to instruct. The lesson will end with a plenary of '**Wrapping Up**'. Lesson plans include assessment suggestions which will be used by staff to make teacher judgements, recorded on the **Kapow Assessment Tracker**. Differentiated guidance is included in every lesson plan, to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. These will be introduced to the children at the start of each unit and put into each child's Music book for the pupils to refer.

Impact:

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning. Assessment quizzes and knowledge catchers will be added to the scheme in Autumn 2021 for each unit. These can be used at the start and/or end of a unit to measure pupil progress.

After the implementation of Kapow Primary Music, pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives. The expected impact of following the Kapow Primary Music scheme of work is that children will:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
 - ✓ Understand the ways in which music can be written down to support performing and composing activities.
 - ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
 - ✓ Meet the end of key stage expectations outlined in the National curriculum for Music.

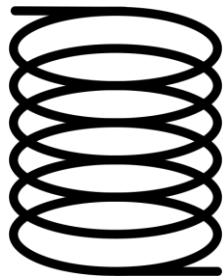
Kapow Primary is an Artsmark partner and is able to support schools on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

Inter-Related Dimensions of Music

The Music Curriculum at St Philip's CE Primary Academy covers the strands of Performing, Listening and Composing but also the specific Inter-Related Dimensions of Music. The definitions below identify these eight key dimensions which transcend our primary curriculum.

Pitch	Relates to how high or low a note is.
Duration	Relates to the length of the piece of music, or a section within it.
Dynamics	Relates to the volume of the sound being produced.
Tempo	Relates to the speed or pace of the music.
Timbre	Relates to the qualities or characteristics of the sound made by both voice and instruments.
Texture	The overall effect of how melody, harmony and rhythm are combined in a piece of music.
Structure	Relates to how a piece of music is organized.
Notation	Relates to the representation of musical notes and beats.

Spiral Curriculum



The Music curriculum design follows the spiral curriculum model by Jerome Bruner in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications.

Throughout the teaching of Music, pupils will;

- Return to the key concepts again and again during their time in primary school.
- Deepen their understanding with each revisit as key concepts are covered with greater complexity.
- Utilise prior knowledge so they can build upon previous foundations, rather than starting again.

Key Drivers at St Philip's

	Oracy Rich	Relevant Content	Experiential Learning	Future Proof	Inclusive & Supportive
Music	<ul style="list-style-type: none"> • Appraisal of music – listening, discussing, responding verbally • Use of Dialogic Talk to discuss • Key vocabulary 	<ul style="list-style-type: none"> • Diverse content through Kapow • Variety of genres of music to appraise, perform and compose 	<ul style="list-style-type: none"> • Performing for others • BDAT Proms • Ocarinas, recorders and Samba Drums sessions • Use of percussion instruments 	<ul style="list-style-type: none"> • Content is regularly reviewed and adapted in response to new research or statutory requirements • BDAT Music Network - national updates • Annual Music audits 	<ul style="list-style-type: none"> • Differentiation • Developmental and progressive • Variety of musical instruments to ensure all pupils can be involved at their own level

Music - Pedagogy

'Music lessons should be musical. That means pupils and students should make music in them, just as they should mainly do active physical activity in PE, or speak French in French lessons. So, in your school's music lessons, when does the music start? How much practical music making is there?' (Music Mark 2014, 3)

The **Kapow Primary** Music scheme of work covers all aspects of the **Model Music Curriculum** which was published by the Department for Education in March 2021. As non-specialists, using this curriculum built on the foundations of expert research and understanding of the teaching of Primary Music, gives us the confidence to know that we are delivering a curriculum based best practice.

Weaving knowledge, skills and understanding together in the Music Curriculum

Physical Development + Exploring media and materials: EYFS

Performing	Listening	Composing	The Inter-Related Dimensions of Music
<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>			
<p>Using their voices to join in with well-known songs from memory</p> <p>Remembering and maintaining their role within a group performance</p> <p>Moving to music with instruction to perform actions</p> <p>Participating in performances to a small audience</p> <p>Stopping and starting playing at the right time</p>	<p>Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo</p> <p>Listening to sounds and matching to the object or instrument.</p>	<p>Playing untuned percussion ‘in time’ with a piece of music.</p> <p>Selecting classroom objects to use as instruments</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways</p>	<p>Pitch To understand that what ‘high’ and ‘low’ notes are.</p> <p>Duration To recognise that different sounds can be long or short.</p> <p>Dynamics To understand that instruments can be played loudly or softly.</p> <p>Tempo To recognise music that is ‘fast’ or ‘slow’. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>Timbre To know that different instruments can sound like a particular character.</p> <p>Texture To know that music often has more than one instrument being played at a time.</p> <p>Structure To recognise the chorus in a familiar song.</p> <p>Notation To know that signals can tell us when to start or stop playing.</p>

Listening to sounds and identifying high and low pitch.

Listening to and repeating a simple rhythm.

Listening to and repeating simple lyrics.

Understanding that different instruments make different sounds and grouping them accordingly.

Vocabulary

voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, tempo, fast, slow, rhythm, beat, instrumental sounds, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds

actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, moderate, medium, dance, whistle, triangle, siren, cello, perform, performance, audience

classical music, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose

musical instrument, band, shake, tap, bang, strum, jingle, orchestra, conductor, wind, strings, brass

Music: Key Stage 1 – National Curriculum

- *Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes*
 - *Pupils should be taught to play tuned and un-tuned instruments musically*
- *Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music*
- *Pupils should be taught to experiment with, create, select and combine sounds using the interrelated dimensions of music*

Performing	Listening	Composing	The Inter-Related Dimensions of Music
Year 1			
<p>Use voice expressively to speak and chant.</p> <p>Sing short songs from memory, to maintain the overall shape of the melody and keep in time.</p> <p>Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copy back short rhythmic and melodic phrases on percussion instruments.</p> <p>Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Perform from graphic notation.</p>	<p>Recognise and understand the difference between pulse and rhythm.</p> <p>Understand that different types of sounds are called timbres.</p> <p>Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describe the character, mood, or 'story' of music listened to, both verbally and through movement.</p> <p>Describe the differences between two pieces of music.</p> <p>Express a basic opinion about music (like/dislike).</p> <p>Listen to and repeat short, simple rhythmic patterns.</p> <p>Listen and respond to other performers by playing as part of a group.</p>	<p>Select and create short sequences of sound with voice or instruments to represent a given idea or character.</p> <p>Combine instrumental and vocal sounds within a given structure.</p> <p>Create simple melodies using a few notes.</p> <p>Choose dynamics, tempo and timbre for a piece of music.</p> <p>Create a simple graphic score to represent a composition.</p> <p>Begin to make improvements to work as suggested by the teacher.</p>	<p>Pitch To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>Duration To know that rhythm means a pattern of long and short notes.</p> <p>Dynamics To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.</p> <p>Tempo To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.</p> <p>Timbre To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.</p> <p>Texture To know that music has layers called 'texture'</p> <p>Structure To know that a piece of music can have more than one section, eg a versed and a chorus.</p> <p>Notation To understand that music can be represented by pictures or symbols.</p>

Vocabulary

Previous vocabulary plus:

chant, clap, copy, drum, in time, shaker, percussion in perform, play, syllables, celeste, chorus, graphic score, structure, texture, timbre, thick, thin, tune, verse, bassoon, beat, clarinet, flute, French horn, oboe, patterns, plot, repeated phrases, represent, rhythm, rhythmic, timpani, accelerando, features, gradually, rallentando, sing, theme tune

Year 2

<p>Use voice expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Sing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Perform expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Sing back short melodic patterns by ear and play short melodic patterns from letter notation.</p>	<p>Recognise timbre changes in music listened to.</p> <p>Recognise structural features in music listened to.</p> <p>Listen to and recognise instrumentation.</p> <p>Begin to use musical vocabulary to describe music.</p> <p>Identify melodies that move in steps.</p> <p>Listen to and repeat a short, simple melody by ear.</p> <p>Suggest improvements to own and others' work.</p>	<p>Select and create longer sequences of appropriate sounds with voice or instruments to represent a given idea or character.</p> <p>Successfully combine and layer several instrumental and vocal patterns within a given structure.</p> <p>Create simple melodies from five or more notes.</p> <p>Choose appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Use letter name and graphic notation to represent the details of compositions.</p> <p>Begin to suggest improvements to own work.</p>	<p>Pitch To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p> <p>Duration To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>Dynamics To know that dynamics can change the effect a sound has on the audience.</p> <p>Tempo To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>Timbre To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.</p> <p>Texture To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>Structure To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>Notation To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.</p>
---	---	---	--

Vocabulary

Previous vocabulary plus:

backing track, call and response, composition, copy, represent, rhythmic notation, sequence, vary, volume, clarinet, cymbals, emotion, French horn, musicians, sections, string, sound effect, trombone, tuba, vocals, woodwind, imitate, letter, notes, volume bow, harpsichord, pluck, stave notation, violin, viola

Music: Lower Key Stage 2 – National Curriculum

- *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*
 - *Use and understand staff and other musical notations*
 - *Listen with attention to detail and recall sounds with increasing aural memory*
- *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*
 - *Improvise and compose music for a range of purposes using the inter-related dimensions of music*
 - *Develop an understanding of the history of music*

Performing	Listening	Composing	The Inter-Related Dimensions of Music
Year 3			
<p>Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understand that music from different parts of the world has different features.</p> <p>Recognise and explain the changes within a piece of music using musical vocabulary.</p> <p>Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Begin to show an awareness of metre.</p>	<p>Compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record compositions.</p> <p>Suggest and implement improvements to own work, using musical vocabulary.</p>	<p>Pitch To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>Duration To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.</p> <p>Dynamics To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>Timbre To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>Texture To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p> <p>Structure To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has</p>

	Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to own and others' work.		different structural features, eg traditional Chinese music is based on the five-note pentatonic scale. Notation To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.
--	--	--	---

Progression of The History of Music
Understanding that music from different times has different features. (Also part of the Listening strand)

Vocabulary

Previous vocabulary plus:
Ballad, ensemble, facial expressions, features, feelings, instrumentals, lyrics, nonsense words, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, vocabulary, accuracy, backing track, co-ordinated, crotchet, discipline, duration, in-tune, key change, major key, minor key, part, pulse, quaver, tension, vocal warm-up, crescendo, control, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, musical terminology, octaves, pentatonic melody, pentatonic scale, scale, Bollywood, drone, harmonium, improvise, Indian flute, melodic line, opinion, pitch, rag, sarangi, sitar, tabla, tala

Year 4

Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	Recognise the use and development of motifs in music. Identify gradual dynamic and tempo changes within a piece of music.	Compose a coherent piece of music in a given style with voices, bodies and instruments. Begin to improvise musically within a given style.	Pitch To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.
Sing and play in time with peers with accuracy and awareness of their part in the group performance.	Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).	Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece of music with at least four different layers and a clear structure.	Duration To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.
Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.	Identify common features between different genres, styles and traditions of music.	Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record compositions.	Dynamics To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.
Play syncopated rhythms with accuracy, control and fluency.	Recognise, name and explain the effect of the		Tempo To know that playing in time means all performers playing together at the same speed.

	<p>interrelated dimensions of music.</p> <p>Identify scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music.</p> <p>Use musical vocabulary (related to the inter-related dimensions of music) to discuss improvements to own and others' work.</p>	<p>Suggest improvements to others' work, using musical vocabulary.</p>	<p>Timbre To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.</p> <p>Texture To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.</p> <p>Structure To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</p> <p>Notation To know that 'performance directions' are words added to music notation to tell the performers how to play</p>
--	---	--	---

Progression of The History of Music
Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)

Vocabulary

Previous vocabulary plus:
combine, contrasting rhythms, inspiration, loop, organisation, record, a capella, breath control, cue, diction, directing, mood, ostinato, in the round, vocal ostinato, agogo, bateria, caixa, carnival, chocalho, cowbell, ganza, influenced, metronome, off-beat, repique, rhythmic break, samba, samba breaks, surdo, syncopated rhythms, tamborim, unison, bass line, crotchet, dotted minim, flats, key signature, loop, minim, motif, quavers, riff, semibreve, sharps, transpose

Music: Upper Key Stage 2 – National Curriculum

- *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*
 - *Use and understand staff and other musical notations*
 - *Listen with attention to detail and recall sounds with increasing aural memory*
 - *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*
 - *Improvise and compose music for a range of purposes using the inter-related dimensions of music*
- Develop an understanding of the history of music*

Performing	Listening	Composing	The Inter-Related Dimensions of Music
Year 5			
<p>Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Perform with accuracy and fluency from graphic and simple staff notation.</p> <p>Play a simple chord progression with accuracy and fluency</p>	<p>Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Represent the features of a piece of music using graphic notation, and colours, justifying choices with reference to musical vocabulary.</p> <p>Compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate own and others' work.</p>	<p>Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvise coherently within a given style.</p> <p>Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Use staff notation to record rhythms and melodies.</p> <p>Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggest and demonstrate improvements to own and others' work.</p>	<p>Pitch To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>Duration To know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p> <p>Dynamics To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>Tempo To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>Timbre</p>

			<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>Texture To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.</p> <p>Structure To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>Notation To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>
--	--	--	--

Progression of The History of Music
Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)

Vocabulary

backing track, sheet music, 12-bar blues, ascending scale, bar, bent notes, blues, blues scale, chord, convey, descending scale, break, chord progression, diction, djembe, duo, eight-beat break, major chord, master drummer, polyrhythms, pronunciation, rests, soloist, syncopation, unaccompanied, vocals, synesthesia, visual representation

Year 6

<p>Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p>	<p>Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.</p> <p>Recognise and confidently discuss the stylistic features of music</p>	<p>Improvise coherently and creatively within a given style, incorporating given features.</p> <p>Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Compose an original song, incorporating lyric writing,</p>	<p>Pitch To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.</p> <p>Duration To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p>
--	---	---	--

<p>Perform a solo or taking a leadership role within a performance.</p> <p>Perform with accuracy and fluency from graphic and staff notation and from own notation.</p> <p>Perform by following a conductor's cues and directions.</p>	<p>and relate it to other aspects of the Arts (Pop art, Film music).</p> <p>Represent changes in pitch, dynamics and texture using graphic notation, justify choices with reference to musical vocabulary.</p> <p>Identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate own and others' work.</p>	<p>melody writing and the composition of accompanying features, within a given structure.</p> <p>Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Record own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critique own and others' work, using musical vocabulary.</p>	<p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.</p> <p>Dynamics To know that a melody can be adapted by changing its dynamics.</p> <p>Tempo To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>Timbre To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p> <p>Texture To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>Structure To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p> <p>Notation To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.</p>
--	--	---	--

Progression of The History of Music
 Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)

Vocabulary

crotchet rest, inter-related dimensions of music, Kodaly, music critic, notate, rhythmic canon, rhythmic elements, rhythmic patterns, SH, syllable, Ta, TiTi, classical, characterise, conductor, depict, 3/4 time, 4/4 time, accidentals, diaphragm, legato, pizzicato, semi-quaver, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, allegro, arrangement, diminuendo, evaluate, forte, largo, piano, poetic structure, ritardando, upbeat

Monitoring and Evaluation

In all subjects at St Philip's CE Primary Academy, the teaching and learning will be monitored and evaluated by both individual Subject Leaders and members of the Senior Leadership Team.

As a Subject Leader, the following activities will be undertaken and used to inform understanding of the subject. Evidence and information from these activities will then be used to inform each subject Plan of Action and the CPD needs of all staff and individuals.

AUTUMN 1 Audit Subject Create Action Plan Pupil Surveys	SPRING 1 Lesson Observations Website Update and Review Assessment Analysis Review Action Plans	SUMMER 1 Planning Scrutiny Book/Work Scrutiny Website Update and Review
AUTUMN 2 Planning Scrutiny Book/Work Scrutiny Triangulation of M&E Identify CPD Requirements	SPRING 2 Target CPD Requirements Review Action Plan	SUMMER 2 Pupil Surveys Triangulation of M&E Review Action Plan

In supporting individuals, it is expected that Subject Leaders will follow the programme of support below to give all staff the opportunity to gain the knowledge and understanding to deliver the curriculum to the best of their ability:

- Ensure the member of staff has a good understanding of the subject and units to be delivered, using the subject documentation, Medium Term Plans, individual lesson plans and Knowledge Organisers.
- CPD given to individuals through video tutorials, one-to-one support in planning and preparing etc.
- Modelling expectations through demonstration lessons in own or colleague's class.
- Further coaching and discussion of how to implement strategies or modify lessons for the needs of pupils etc.

Music: Long Term Plan Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		Celebration Music	Music and Movement	Musical Stories		Big Band
	Music in Provision					
Year 1	Pulse and Rhythm Theme: All About Me	Nativity	Musical Vocabulary Theme: Under the Sea		Timbre and Rhythmic Patterns Theme: Fairytales	Pitch and Tempo Theme: Superheroes
Year 2		Nativity	African Call and Response Theme: Animals	Orchestral Instruments Theme: Traditional Stories	Musical Me	Myths and Legends
Year 3	Ballads	Developing Singing Techniques Theme: Vikings	Pentatonic Theme: Chinese New Year			Traditional Instruments and Improvisation Theme: India
	Year 3 Whole-Class Instrumental Lessons: Ocarinas					
Year 4	Body and Tuned Percussion Theme: Rainforests	Changes in Pitch, Tempo and Dynamics Theme: Rivers			Samba and Carnival Sounds and Instruments	Adapting and Transposing Motifs Theme: Romans
	Year 4 Whole-Class Instrumental Lessons: Recorders					
Year 5				Musical Theatre		
	Year 5 Whole-Class Instrumental Lessons: Samba					
Year 6	Advanced Rhythms WW2 Songs	Theme and Variations Theme: Pop Art	Baroque			Composing and Performing a Leavers' Song