

### **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.

### **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.

### **Key Stage 1 content:**

Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and un-tuned 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 content:**

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

To be working at '**EXPECTED**' in music children can...

ELG	Year 1:	Year 2:
<ul style="list-style-type: none"> <li>• sing songs, make music and dance, and experiment with ways of changing them.</li> <li>• use their voice to speak/sing/chant</li> <li>• use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>• know when to start and stop</li> <li>• use instruments to perform</li> <li>• look at their audience when they are performing</li> <li>• clap short rhythmic patterns</li> <li>• copy sounds</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>• they make different sounds (long and short) with their voice</li> <li>• make different sounds with instruments</li> <li>• identify changes in sounds</li> <li>• change the sound</li> <li>• repeat (short rhythmic and melodic) patterns</li> <li>• make a sequence of sounds</li> <li>• show sounds by using pictures</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• respond to different moods in music</li> <li>• can tell the difference between loud and quiet sounds</li> <li>• say how a piece of music makes them feel</li> <li>• say whether they like or dislike a piece of music</li> <li>• choose sounds to represent different things</li> <li>• recognise repeated patterns</li> <li>• follow instructions about when to play or sing</li> </ul>	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>• sing and play instruments and follow the melody (tune)</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• perform with others</li> <li>• play simple rhythmic patterns on an instrument</li> <li>• sing/clap a pulse increasing or decreasing in tempo</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>• order sounds to create a beginning, middle and end</li> <li>• create music in response to a stimulus</li> <li>• choose sounds which create an effect</li> <li>• use symbols to represent sounds</li> <li>• make connections between pictorial notations and musical sounds</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• improve their own work</li> <li>• listen out for particular things when listening to music</li> </ul>

## BLACK PEAR TRUST – SUBJECT PLAN - MUSIC

To be working at '**GREATER DEPTH**' in music children can ...

ELG	Year 1:	Year 2:
<ul style="list-style-type: none"> <li>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</li> </ul>	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>make loud and quiet sounds</li> <li>know that the chorus keeps being repeated</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>tell the difference between long and short sounds</li> <li>tell the difference between high and low sounds</li> <li>give a reason for choosing an instrument</li> </ul> <p><b>APPRAISING</b></p> <ul style="list-style-type: none"> <li>tell the difference between a fast and slow tempo</li> <li>identify two types of sound happening at the same time</li> </ul>	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>sing/play rhythmic patterns in contrasting tempo; keeping to the pulse</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>use simple structures in a piece of music</li> <li>know that phrases are where we breathe in a song</li> </ul> <p><b>APPRAISING</b></p> <ul style="list-style-type: none"> <li>they recognise sounds that move by steps and by leaps</li> </ul>

EYFS	Year 1	Year 2
<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p>		
<ul style="list-style-type: none"> <li>• Sing songs, make music and dance, and experiment with ways of changing them</li> <li>• Sing to self and makes up simple songs</li> <li>• Begin to build a repertoire of songs and dances</li> </ul>	<ul style="list-style-type: none"> <li>• Know a repertoire of simple songs/chants from memory</li> <li>• Follow instructions- when to start and stop</li> <li>• Make long and short sounds using their voice</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use voice to create an effect</li> <li>• Sing in rounds</li> <li>• Use their voice in different ways to create different effects</li> <li>• Imitate changes in pitch</li> <li>• Sing and follow a melody (tune)</li> <li>• Sing/clap a pulse, changing tempo</li> </ul>
<p><b>Play tuned and untuned instruments musically</b>  <b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p>		
<ul style="list-style-type: none"> <li>• Create sounds by banging, shaking, tapping or blowing</li> <li>• Make up rhythms</li> <li>• Tap out simple repeated rhythms</li> <li>• Explore the different sounds of instruments</li>   <li>• Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Name tuned and untuned instruments</li> <li>• Make long and short sounds, using instruments</li> <li>• Play a simple rhythm with increasing control e.g 4 beats, 2 short 1 long</li> <li>• With help, can clap longer rhythms</li>   <li>• Use different instruments to experiment making sound e.g. electronic keyboard</li> <li>• Create loud and quiet sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify musical notation B,A,G</li> <li>• Explain the difference between a tuned and untuned instrument</li> <li>• Play a pattern with rhythm and control</li> <li>• Play in a group/small group/solo</li> <li>• Create music in response to a stimulus</li> <li>• Choose an instrument to create a specific sound or effect e.g crash, rain falling</li> <li>• Create their own piece of music (a beginning, middle &amp; end) by selecting &amp; combining sounds</li> <li>• Record music by using signs and symbols</li> </ul>
<p><b>Listen with concentration and understanding to a range of high-quality live and recorded music</b></p>		
<ul style="list-style-type: none"> <li>• Show an interest in the way musical instruments sound</li> <li>• Create movement in response to music</li> <li>• Explore and learns how sounds can be changed</li> </ul>	<ul style="list-style-type: none"> <li>• Know different instrumental sounds</li> <li>• Listen to a simple rhythm or tune and play it back listen to music and respond to how it makes me feel</li> </ul>	<ul style="list-style-type: none"> <li>• Pick out the sounds of different musical instruments within a piece of music</li> <li>• Begin to use the musical language describe what they are listening to e.g tempo, dynamics and pitch</li> <li>• Start to recognise different types of music e.g classical, pop</li> <li>• Evaluate music stating preference and talking about the mood and atmosphere it creates</li> <li>• Find the pulse of a piece of music and clap along</li> </ul> <p>Cross curricular learning: Purple Mash unit 2.7</p>

To be working at 'EXPECTED' in music ...

Year 3:	Year 4:	Year 5:	Year 6:
<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>• sing with expression</li> <li>• control their voice when singing</li> <li>• play clear notes on instruments</li> <li>• begin to recognise and read notes they have learnt on a treble clef stave</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>• use different elements in their composition (e.g dynamics and timbre)</li> <li>• create repeated patterns with different instruments</li> <li>• compose and record melodies and songs</li> <li>• create accompaniments for tunes</li> <li>• combine different sounds to create a specific mood or feeling (e.g. making changes to pitch)</li> </ul> <p><b>APPRAISING</b></p> <ul style="list-style-type: none"> <li>• improve their work; explaining how it has improved</li> <li>• use musical words (the elements of music) to describe a piece of music and compositions</li> <li>• explore different types of music</li> <li>• use musical words to describe what they like and dislike</li> <li>• re-call short melodic patterns</li> <li>• begin to recognise the work of at least one famous composer</li> </ul>	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>• perform a simple part rhythmically</li> <li>• sing songs from memory with accurate pitch</li> <li>• have an awareness of pitch and tune</li> <li>• improvise using repeated patterns</li> <li>• begin to control fluency</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>• use notations to record and interpret sequences of pitches</li> <li>• use standard notation</li> <li>• use notations to record compositions in a small group or on their own</li> <li>• use their notation in a performance</li> </ul> <p><b>APPRAISING</b></p> <ul style="list-style-type: none"> <li>• explain the place of silence and say what effect it has</li> <li>• start to identify the character of a piece of music</li> <li>• describe and identify the different purposes of music</li> <li>• begin to identify with the style of work of Beethoven, Mozart and Elgar</li> </ul>	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>• breathe in the correct place when singing</li> <li>• sing and use their understanding of meaning to add expression</li> <li>• maintain their part whilst others are performing their part</li> <li>• perform 'by ear' and from simple notations</li> <li>• recognise and use basic structural forms e.g. rounds, variations, rondo form</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>• change sounds or organise them differently to change the effect</li> <li>• compose music which meets specific criteria</li> <li>• use their notations to record groups of pitches (chords)</li> <li>• record aspects of the composition process</li> <li>• choose the most appropriate tempo for a piece of music</li> </ul> <p><b>APPRAISING</b></p> <ul style="list-style-type: none"> <li>• describe, compare and evaluate music using musical vocabulary</li> <li>• explain how tempo changes the character of music</li> <li>• explain why they think their music is successful or unsuccessful</li> <li>• suggest improvements to their own or others' work</li> <li>• choose the most appropriate tempo for a piece of music</li> <li>• compare the work of famous composers and show preferences</li> </ul>	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>• perform parts from memory</li> <li>• perform using notations</li> <li>• take the lead in a performance</li> <li>• take on a solo part</li> <li>• provide rhythmic support</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>• use a variety of different musical devices in their composition (incl maintaining rhythms)</li> <li>• recognise that different forms of notation serve different purposes</li> <li>• use different forms of notation</li> <li>• combine groups of beats</li> </ul> <p><b>APPRAISING</b></p> <ul style="list-style-type: none"> <li>• refine and improve their work</li> <li>• evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>• analyse features within different pieces of music</li> <li>• compare and contrast the impact that different composers from different times will have had on the people of the time</li> </ul>

To be working at '**GREATER DEPTH**' in music ...

Year 3:	Year 4:	Year 5:	Year 6:
<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>work with a partner to create a piece of music using more than one instrument</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>understand metre in 2 and 3 beats; then 4 and 5 beats</li> <li>understand how the use of tempo can provide contrast within a piece of music</li> </ul> <p><b>APPRAISING</b></p> <ul style="list-style-type: none"> <li>tell whether a change is gradual or sudden</li> <li>identify repetition, contrasts and variations</li> <li>begin to recognise the work of at least one famous composer</li> </ul>	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>use selected pitches simultaneously to produce simple harmony</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>explore and use sets of pitches, e.g. 4 or 5 note scales</li> <li>show how they can use dynamics to provide contrast</li> <li>create repeated patterns (links well to Purple Mash programme)</li> </ul> <p><b>APPRAISING</b></p> <ul style="list-style-type: none"> <li>identify how a change in timbre can change the effect of a piece of music</li> </ul>	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>they use pitches simultaneously to produce harmony by building up simple chords</li> <li>improvise within a group using melodic and rhythmic phrases</li> <li>devise and play a repeated sequence of pitches on a tuned instrument to accompany a song</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>understand the relation between pulse and syncopated patterns</li> <li>identify (and use) how patterns of repetitions, contrasts and variations can be organised</li> <li>identify how these give structure to a melody, rhythm, dynamic and timbre</li> </ul> <p><b>APPRAISING</b></p> <ul style="list-style-type: none"> <li>identify features of music and begin to analyse it.</li> <li>identify where a gradual change in dynamics has helped to shape a phrase of music</li> </ul>	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>they sing a harmony part confidently and accurately</li> <li>perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>show how a small change of tempo can make a piece of music more effective</li> <li>use a variety of different musical devices in their composition (incl melody and chords)</li> <li>use the full range of chromatic pitches to build up chords, melodic lines and bass lines</li> </ul> <p><b>APPRAISING</b></p> <ul style="list-style-type: none"> <li>appraise the introductions, interludes and endings for songs and compositions they have created</li> <li>identify a genre/time period by listening to a piece of music</li> </ul>

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p>			
<p><b>Use and understand staves and other musical notations</b></p>			
<ul style="list-style-type: none"> <li>• Understand and explain the meaning of different musical terms</li> <li>• Know 6 notes on a treble clef stave</li> <li>• Know how to control an instrument to make the sound they want</li> <li>• Take part in singing songs, following the tune (melody) well.</li> <li>• Use their voice to good effect (expression)</li> <li>• Begin to recognise and read notes they have learnt/played on a treble clef stave</li> <li>• Play six different notes which allow them to play a range of tunes with accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and read notes they have learnt/played on a treble clef stave</li> <li>• Explain why it is important to show control and fluency when performing</li> <li>• Use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</li> <li>• Read the musical stave and can work out the notes, EGBDF and FACE.</li> <li>• Draw a treble clef at the correct position on the stave.</li> <li>• Sing songs from memory with accurate pitch</li> <li>• Maintain a simple part within a group.</li> <li>• Recognise that the same note can be played on different instruments.</li> <li>• Perform with control and awareness of what others in the group are singing or playing</li> </ul>	<ul style="list-style-type: none"> <li>• Describe my music using musical words and I use this to identify strengths and weaknesses in their music</li> <li>• Perform songs and play instruments in a way that reflects their meaning and the occasion</li> <li>• Sing or play in one or two parts to each other and to an audience</li> <li>• Sing or play simple rhythms with the beginning of control and accuracy</li> <li>• control their breathing</li> <li>• sing and play with expression</li> <li>• maintain their part in a collaborative performance</li> </ul>	<ul style="list-style-type: none"> <li>• Perform showing expression</li> <li>• Appreciate harmonies and work out how drones and repeated musical phrases are used to accompany singing</li> <li>• Play instruments with more control and rhythmic accuracy and with realised progression</li> <li>• Refine and improve their work</li> <li>• Follow musical notation to play a piece of music</li> <li>• Hold their part in a round</li> </ul>

**Improvise and compose music for a range of purposes using the inter-related dimensions of music**

N.B. On Purple Mash there are apps (2beat; 2Create; 2Explore; 2Sequence) that allow musical composition. There are a bank of instruments that can be utilised to extend learning beyond that provision

<ul style="list-style-type: none"> <li>• Explain timbre, and dynamics</li> <li>• Improvise repeated patterns</li> <li>• Create short musical patterns</li> <li>• Create short rhythmic phrases</li> <li>• Use changes in pitch to communicate an idea</li> <li>• Record my compositions using a graphic score (e.g. Purple Mash)</li> <li>• Compose a piece of music for a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Describe music using words such as duration, timbre, pitch, beat, tempo, and texture</li> <li>• Use sound to create abstract effects</li> <li>• Recognise and create repeated patterns with a range of instruments</li> <li>• Create accompaniments for my tunes</li> <li>• Choose, order, combine and control sounds with awareness of their combined effect</li> <li>• Compose a piece of music using at least 3 notes</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to make up own rhythms and melodies and can create rhythmic patterns that lead to melodies</li> <li>• Compose using at least 5 different notes</li> <li>• Compose a piece of music for 3 or more instruments and record on a graphic score with notation</li> </ul>	<ul style="list-style-type: none"> <li>• Explain my graphic score to others, discussing the inter-related dimensions</li> <li>• Improvise and perform in a solo and ensemble contexts</li> <li>• Record my composition in the most effective way</li> <li>• Compose a piece of music for 3 or more instruments and record on a graphic score for given purpose or in the style a genre of music</li> </ul>
--	--	---	--

**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**

**Develop an understanding of the history of music.**

<ul style="list-style-type: none"> <li>• Explore different types of music and with support can identify their basic style indicators</li> <li>• Listen carefully and recall short rhythmic and melodic patterns</li> <li>• Use musical language to describe what they are listening to e.g tempo, dynamics and pitch</li> <li>• Begin to recognise the work of at least one composers.</li> <li>• Appraise their work, make improvements and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that every piece of music has a pulse (pulse is the foundation to any piece of music) which is different.</li> <li>• Explore different types of music and can identify their basic style indicators</li> <li>• Listen to several layers of sound and talk about the effect on the mood and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Know a range of music from different genres, eras and cultures</li> <li>• Recognise instruments with confidence when listening to a complex piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the different cultural meanings and purposes of music.</li> <li>• Use correct musical language to discuss with confidence; feelings and emotions/likes and dislikes that are linked to music</li> </ul>
--	--	--	---

This strand of music can easily be linked with cross curricular work in:

- history (music from studied time periods);
- geography (music from places around the world);
- RE (music from different cultures);
- PSHCE (music that reflect different moods/ promoting mental health through mindfulness)