

Keevil CofE Academy Music Curriculum



“We presume children to achieve their very best.”

Keevil CofE Academy Mission Statement

We know that for children to achieve their best our curriculum needs to be designed in order to enable the maximum amount of learning, through the recall and understanding of knowledge and concepts. Therefore, our curriculum is organised as a progression which facilitates the re-visiting of learning through recurrent themes, such that it becomes embedded in children’s long-term memory. We also understand the importance of children making connections between prior and new learning. The cyclical nature of our curriculum design, in which topics are returned to over the course of a child’s time with us, helps to enable this.

Our rationale for the teaching of music follows that detailed in the National Curriculum:

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.*

We ensure our Music Curriculum is rooted in the vision and ethos of the school, through ensuring that as well as delivering musical knowledge and skills lessons also develop the Keevil Characteristics:

Children need to work together as a team to produce and perform a variety of musical works. This requires good communication skills, as well as using music as a different means through which to share, express and communicate with others. Children show resilience to keep going even when it is tricky and diligence to produce a quality performance. They learn a variety of musical skills and techniques, and problem-solve how to use these to best effect when composing and performing.

Keevil CofE Academy Music Knowledge and Skills Progression

Theme	EYFS/KS1	LKS2	UKS2
Singing	<p>Singing is the heart of music at this level with songs and chants underpinning all areas of study.</p> <p>Pupils will...</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Sing songs within a small pitch range, pitching accurately. • Control their voices using contrasting musical features including dynamics and tempo. • Sing in unison and will follow visual directions e.g. start and stop. 	<p>Pupils will...</p> <ul style="list-style-type: none"> • Sing musically with increasing confidence and control, pitching the voice accurately. • Sing songs with a range of a 5th - an octave, in unison, varying the dynamics. • Perform action songs confidently. • Sing rounds and partner songs as well as songs in parts and simple harmonies. • Sing songs in different time signatures (2,3 and 4 time) with small and large leaps • Sing songs in other languages. • Perform as a choir in whole school assemblies and other settings where possible. 	<p>Pupils will...</p> <ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. • Observe phrasing, rhythm and syncopation, pitch accurately and understand the style of the music. • Sing 3 and 4-part rounds and partner songs as well as songs with a verse and a chorus. • Be positioned randomly while singing in parts to develop greater listening skills and vocal independence. • Develop confidence by singing in small groups and solos.
Inter-related dimensions of music	<p>Pupils will...</p> <ul style="list-style-type: none"> • Recognise a range of musical elements (including pitch, duration, dynamics, beat and tempo, timbre, texture) and their contrasting features. • They will learn to control and contrast these features when playing percussion and singing. 	<p>Pupils will...</p> <ul style="list-style-type: none"> • Develop their understanding of different musical elements and their contrasting features. • Understand the following key words in order to give language to their understanding of music. <p><u>Rhythm, meter and tempo</u></p> <ul style="list-style-type: none"> • Downbeats, bar and meter • Fast (allegro), slow (adagio) 	<p>Pupils will...</p> <ul style="list-style-type: none"> • Confidently recognise and describe a range of musical elements (tempo, dynamics, instrumentation, pitch, texture and timbre) and have awareness of these elements through all themes of learning.

	<ul style="list-style-type: none"> Many of these features will be introduced and reinforced through specific modules that reinforce through repetition. 	<ul style="list-style-type: none"> Pulse and beat. Accelerando and rallentando 	<ul style="list-style-type: none"> Understand the following key words in order to give language to their understanding of music.
	<p style="text-align: center;"><u>Pulse/beat</u></p> <p>Pupils will...</p> <ul style="list-style-type: none"> Recognise and tap a steady beat and change as the tempo changes Learn to play short pitched patterns on tuned percussion. Move their bodies in response to music with different tempi Begin to group beats into 2's and 3's (beats in a bar) 	<p style="text-align: center;"><u>Pitch and melody</u></p> <ul style="list-style-type: none"> High and low Rising and falling Pitch range of a 5th - octave Pentatonic scale Major and minor tonality 	<p style="text-align: center;"><u>Rhythm, meter and tempo</u></p> <ul style="list-style-type: none"> Simple time, compound time and syncopation
	<p style="text-align: center;"><u>Rhythm</u></p> <p>Pupils will...</p> <ul style="list-style-type: none"> Play short copycat rhythms on untuned and body percussion. Use classroom and body percussion to play simple ostinati Clap and play word patterns and create their own. Represent rhythm patterns with crotchets, quavers and crotchet rests. Write their own rhythms using standard notation. 	<p style="text-align: center;"><u>Structure and form</u></p> <ul style="list-style-type: none"> Call and response Question and answer Echo Ostinato Rounds and partner songs Repetition and contrast 	<p style="text-align: center;"><u>Pitch and melody</u></p> <ul style="list-style-type: none"> Full diatonic scale in different keys <p style="text-align: center;"><u>Structure and form</u></p> <ul style="list-style-type: none"> Ternary form Verse and chorus form Music with multiple sections
<p style="text-align: center;"><u>Pitch</u></p> <p>Pupils will...</p> <ul style="list-style-type: none"> Recognise and compare high and low sounds and indicate their understanding with physical 	<p style="text-align: center;"><u>Harmony</u></p> <ul style="list-style-type: none"> Drone Static and moving 	<p style="text-align: center;"><u>Harmony</u></p> <ul style="list-style-type: none"> Triads Chord progressions 	
	<p style="text-align: center;"><u>Texture</u></p> <ul style="list-style-type: none"> Unison, layers, solo and duet Melody and accompaniment 	<p style="text-align: center;"><u>Texture</u></p> <ul style="list-style-type: none"> Music in 3 and 4 parts 	
	<p style="text-align: center;"><u>Dynamics and articulation</u></p>	<p style="text-align: center;"><u>Dynamics and articulation</u></p> <ul style="list-style-type: none"> Wider range of dynamics including fortissimo and pianissimo, mezzo forte and mezzo piano. 	
	<p style="text-align: center;"><u>Pitch</u></p> <p>Pupils will...</p> <ul style="list-style-type: none"> Become confident reading staff notation using a small range and 	<p style="text-align: center;"><u>Dynamics and articulation</u></p> <ul style="list-style-type: none"> Loud (forte) and quiet (piano) Crescendo and diminuendo Legato (smooth) and staccato (detached) 	<p style="text-align: center;"><u>Playing techniques</u></p> <ul style="list-style-type: none"> Pizzicato and tremolo

	<p>movements e.g. arms up when the music is high.</p> <ul style="list-style-type: none"> • Sing familiar songs in high and low voices • Explore tuned percussion to enhance storytelling. • Follow pictures and symbols to guide singing and playing. • Sing short songs independently • Recognise dot notation and match it to 3 notes played on tuned percussion instruments. 	<p>play simple tunes on a wind instrument.</p> <ul style="list-style-type: none"> • Use listening skills to correctly order phrases using dot notation with a range of 3 notes. • Use listening skills to copy stepwise patterns of 3 notes at different speeds. 	
<p>Composing</p>	<p>Pupils will...</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Create sequences of sound to tell a story. • Create music in response to a non-musical stimulus e.g. a storm. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Compose and improvise individually, in small groups and as a class. • Use tuned and untuned percussion as well as body percussion. • Compose using graphic scores and (KS1) notated rhythms. 	<p style="text-align: center;"><u>Improvising</u></p> <p>Pupils will...</p> <ul style="list-style-type: none"> • Become more skilled in improvising using tuned/untuned percussion, voices and instruments learnt in a whole class setting. This will include short phrases using a limited note range. • Structure their musical ideas e.g. call and response • Include features such as legato and staccato • Improvise using the inter-related dimensions of music. • Improvise in response to musical and non-musical stimuli <p style="text-align: center;"><u>Composing</u></p> <p>Pupils will...</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to 	<p style="text-align: center;"><u>Improvising</u></p> <p>Pupils will...</p> <ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape. Extend this beyond 8 beats. • Experiment with a wider range of dynamics. • Work in groups to create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. <p style="text-align: center;"><u>Composing</u></p> <p>Pupils will...</p> <ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in C major/A

		<p>create patterns with just 3-5 notes. Sing and play these phrases as self-standing compositions.</p> <ul style="list-style-type: none"> • Compose song accompaniments on untuned percussion using known rhythms. • Capture their ideas using graphic scores, grids and staff notation. • Arrange notation cards of known note values to create phrases. • Explore developing knowledge of musical features by composing music to create a specific mood to accompany a short film clip. • Learn about major and minor chords 	<p>minor. These can be enhanced with rhythmic or chordal accompaniment.</p> <ul style="list-style-type: none"> • Extend knowledge of key signatures by composing in G major/E minor. • Plan an 8 or 16 beat melodic phrase using a C pentatonic scale. Incorporate rhythmic variety and interest. Play this on tuned percussion. Notate this melody. • Compose in ternary form. Discuss how musical contrasts are achieved. • Use chords to compose music to evoke a specific atmosphere. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Use tuned and untuned percussion as well as body percussion. • Learn about different genres, styles and traditions and their compositions will incorporate their learning in these areas. • Capture their ideas using graphic scores, staff notation with time signatures and technology
Performing	<p>Pupils will...</p> <ul style="list-style-type: none"> • Practice and perform a Christmas Nativity to parents which involves singing as a class group. 	<p>Pupils will...</p> <ul style="list-style-type: none"> • Practice and perform a Christmas concert to parents which includes 	<p>Pupils will...</p> <ul style="list-style-type: none"> • Practice and perform a summer production to parents which

	<ul style="list-style-type: none"> • Have several opportunities to perform to peers both singing and playing instruments. • When possible, KS1 pupils will perform a concert to members of the public e.g. a care home. 	<p>singing in a group and the spoken word.</p> <ul style="list-style-type: none"> • When possible, pupils will perform their Christmas concert to a wider audience e.g. a care home. • Have several opportunities to perform to peers both singing and playing instruments. • Perform solos, in small groups and as a class. • Perform on the instrument they are learning as a whole class. This will include music with a range of a 5th. Some will be learnt from memory and some will be written using staff notation. • Perform in 2 or more parts e.g. melody and accompaniment or a duet, including static and moving parts. • Copy short phrases on their instruments with a range of a 5th. 	<p>includes singing in small and large groups and solos, and drama.</p> <ul style="list-style-type: none"> • Have several opportunities to perform to peers both singing and playing instruments. • Perform music from different genres, styles and traditions. • Perform solos, in small groups and as a class. • Play melodies on tuned percussion, following staff notation written on one stave, using notes within 1 octave. This will mostly be done as a whole class gaining greater independence through small group work. • Extend these compositions by including varying dynamics and including chordal accompaniment. • Understand how triads are formed, then play them on tuned percussion. Perform simple chordal accompaniments to familiar songs. • Perform tunes and arrangements combining acoustic instruments to form a class orchestra. • Develop the skill of playing by ear on tuned instruments, copying longer phrases.
--	---	--	---

Playing instruments	Pupils will... <ul style="list-style-type: none"> • Play tuned and untuned percussion, junk instruments and body percussion with increasing confidence. 	Pupils will... <ul style="list-style-type: none"> • Play tuned and untuned percussion with increasing accuracy, fluency, control and expression. • Learn to play a wind instrument in a whole class setting. 	Pupils will... <ul style="list-style-type: none"> • Further develop their skills on tuned percussion by improvising, composing, performing and notating their work using correct staff notation. • Become confident playing melody or accompaniment as part of a whole class or small group.
Listening	Pupils will... <ul style="list-style-type: none"> • Listen with concentration and understanding to high quality recordings from different periods, styles and traditions. • Listen critically and will be able to discuss prominent features of the music. • Learn that music can tell stories and affect emotions (programme music). • Have the opportunity to listen to quality live music performances. 	Pupils will... <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of music recordings. • Pupils will have the opportunity to listen to quality live music performances 	Pupils will... <ul style="list-style-type: none"> • Listen with even greater attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of music recordings. • Pupils will have the opportunity to listen to quality live music performances. • Understand the context of the music they listen to e.g. world/traditional/folk. And be able to describe prominent characteristics using appropriate language.
Music Technology	Pupils will... <ul style="list-style-type: none"> • Be introduced to simple music technology software which will allow them to experiment with creating and manipulating sounds. • Use Chrome music Lab 	<p>---</p>	Pupils will... <ul style="list-style-type: none"> • Learn to use a variety of music technology software to create and manipulate sounds. This includes Chrome Music Lab, Audacity and Bandlab. • Learn about the practical application of music technology.

<h2>Notation</h2>	<p>Pupils will...</p> <ul style="list-style-type: none"> • Develop their understanding of notation with visual cues including graphic scores. • Invent their own graphic scores to represent the sounds they are making. • Learn about standard notation and will become confident reading notated rhythms. 	<p>Pupils will...</p> <ul style="list-style-type: none"> • Continue using graphic scores and grids while also developing knowledge and understanding of staff notation. • Learn about the stave and clef • Use dot notation to show differing pitch with a range of a 5th. • Progress to reading proper pitch notation with a range of a 5th. • Increase confidence with notated rhythms including crotchets, quavers, minims and rests. • Apply rhythms to word patterns and understand each syllable needs a note • Follow and perform simple rhythmic scores maintaining their own part with a steady beat. 	<p>Pupils will...</p> <ul style="list-style-type: none"> • Continue using graphic scores and grids while further developing knowledge and understanding of staff notation. • Understand that music has a time signature and is divided into bars. Understand 1/4, 3/4 and 4/4 time signatures. • Read and perform correct pitch notation within a range of an octave. • Increase confidence with notated rhythms using all note values and their corresponding rests. • Read and play short rhythmic phrases at sight from prepared cards using conventional symbols. Extend this by splitting in to up to 4 groups.
<h2>World Music</h2>	<p>Pupils will...</p> <ul style="list-style-type: none"> • Learn songs from different cultures and traditions. 	<p>Pupils will...</p> <ul style="list-style-type: none"> • Learn several songs in foreign languages. • Listen to, and discuss music from different cultures and traditions. 	<p>Pupils will...</p> <ul style="list-style-type: none"> • Learn about instruments, songs and music from countries outside of Europe. • Play, sing, listen to and analyse music from other cultures including African drumming and Indian Raga and Tala.
<h2>History of Music</h2>	<p>Pupils will...</p> <ul style="list-style-type: none"> • Gain knowledge of important moments in musical history and of key musicians and composers. 	<p>Pupils will...</p> <ul style="list-style-type: none"> • Learn to sing popular Victorian Music Hall songs and will learn about the impact this had on the general public at the time. 	<p>Pupils will...</p> <ul style="list-style-type: none"> • Learn about popular music in the 1930's and how this affected the development of popular music in the 20th Century.

