



MUSIC CURRICULUM COVERAGE

MUSIC INTENT

At Wheatlands Primary School, it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music.

We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

Children in EYFS and Year 1 join in a daily First Thing Music session. First Thing Music is inspired by the Kodály method, which offers a structured approach to music education. It is playful and physical, based on a carefully worked out sequential curriculum in which songs and musical games are used to teach the basics of music. It uses techniques such as signs, games, clapping, reading musical symbols and rhythmic notation, and most centrally, singing.

The Charanga scheme of work is used from Year 1 - 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.

Music: Key Stage 1

| Singing | | Playing an instrument | Listening and appreciate | Create own music |
|--|---|--|--|--|
| <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> | | <i>Pupils should be taught to play tuned and untuned instruments musically</i> | <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i> | <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i> |
| Year 1 | <ul style="list-style-type: none"> • make different sounds with voice and with instruments • follow instructions about when to play and sing | <ul style="list-style-type: none"> • use instruments to perform and choose sounds to represent different things | <ul style="list-style-type: none"> • say whether they like or dislike a piece of music | <ul style="list-style-type: none"> • clap and repeat short rhythmic and melodic patterns • make a sequence of sounds and respond to different moods in music |
| Year 2 | <ul style="list-style-type: none"> • sing or clap increasing and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse | <ul style="list-style-type: none"> • play simple rhythmic patterns on an instrument | <ul style="list-style-type: none"> • make connections between notations and musical sounds | <ul style="list-style-type: none"> • order sounds to create a beginning, middle and an end • create music in response to different starting points |

Music: Key Stage 2

| | Performing | Compose | Listen |
|---------------|---|---|---|
| | <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> | <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> | <i>listen with attention to detail and recall sounds with increasing aural memory</i> |
| Year 3 | <ul style="list-style-type: none"> play clear notes on instruments and use different elements in composition | <ul style="list-style-type: none"> combine different sounds to create a specific mood or feeling | <ul style="list-style-type: none"> listen carefully and recognise high and low phrases |
| Year 4 | <ul style="list-style-type: none"> sing songs from memory with accurate pitch | <ul style="list-style-type: none"> use notation to record compositions in a small group or individually | <ul style="list-style-type: none"> explain why silence is often needed in music and explain what effect it has |
| Year 5 | <ul style="list-style-type: none"> maintain own part whilst others are performing their part | <ul style="list-style-type: none"> compose music which meets specific criteria choose the most appropriate tempo for a piece of music | <ul style="list-style-type: none"> repeat a phrase from the music after listening intently. |
| Year 6 | <ul style="list-style-type: none"> sing in harmony confidently and accurately perform parts from memory take the lead in a performance | <ul style="list-style-type: none"> use a variety of different musical devices in composition (including melody, rhythms and chords). | <ul style="list-style-type: none"> accurately recall a part of the music listened to |

Music: Key Stage 2

| | Use and understand | Appreciate | History of music |
|---------------|---|--|---|
| | <i>use and understand staff and other musical notations</i> | <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> | <i>develop an understanding of the history of music</i> |
| Year 3 | <ul style="list-style-type: none"> • create repeated patterns with different instruments • improve my work; explaining how it has been improved | <ul style="list-style-type: none"> • use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music | <ul style="list-style-type: none"> • recognise the work of at least one famous composer |
| Year 4 | <ul style="list-style-type: none"> • use notation to record and interpret sequences of pitches | <ul style="list-style-type: none"> • identify and describe the different purposes of music | <ul style="list-style-type: none"> • begin to identify the style of work of Beethoven, Mozart and Elgar |
| Year 5 | <ul style="list-style-type: none"> • use music diary to record aspects of the composition process | <ul style="list-style-type: none"> • describe, compare and evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful | <ul style="list-style-type: none"> • contrast the work of a famous composer with another and explain preferences |
| Year 6 | <ul style="list-style-type: none"> • analyse features within different pieces of music | <ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created | <ul style="list-style-type: none"> • compare and contrast the impact that different composers from different times have had on people of that time |