

# Stow Heath Primary School



## Music Curriculum – Early Years

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| <p><b>Early Learning Goal</b><br/>Pupils should be taught to sing songs, make music and dance in response to the sounds that they hear. They should be given opportunities to experiment with vocal and instrumental sounds and explore ways of changing the sounds that they make.</p> |  |
| <p><b>Nursery Coverage</b></p>  | <p><b>Reception Coverage</b></p>   |
| <p><b>Autumn Term – Introducing instruments, Exploring instruments</b><br/><b>Spring Term – Choosing instruments, Introducing sway</b><br/><b>Summer Term – Introducing March, Introducing loud and quiet.</b></p>  | <p><b>Autumn Term – Me!, My Stories</b><br/><b>Spring Term – Everyone!, Our World</b><br/><b>Summer Term – Big Bear Funk, Reflect, Rewind and Replay.</b></p>  |
| <p><b>Nursery End points (30-50mths)</b></p>  | <p><b>Reception End points (40-60mth)</b></p>  |
| <p>I can join in with dancing and ring games.<br/>I can sing some familiar songs<br/>I am beginning to move rhythmically<br/>I can imitate movement in response to music<br/>I can tap out simple repeated rhythms<br/>I can explore how sounds can be changed.</p>                     | <p>I can sing a repertoire of simple songs<br/>I can explore and describe the sounds that different instruments make in simple terms (e.g loud, quiet, high, low)<br/>I can recognise and repeat simple sound patterns<br/>I can make music and experiment with ways of changing my work.<br/>I can talk about the ideas and processes which have led me to make music. I can talk about features of my work</p> |

## Music Curriculum - Key Stage 1

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| <p><b>National Curriculum:</b><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>▪ Play tuned and untuned instruments musically</li> <li>▪ Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul> |
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- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

| Year 1 Coverage   | Year 2 Coverage  |
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| <b>Autumn Term – Hey You!, Rhythm in the way we walk (Banana rap)</b><br><b>Spring Term – In the groove, Round and round</b><br><b>Summer Term – Your imagination, Reflect, Rewind and Replay.</b>  | <b>Autumn Term – Hands, feet, heart, Ho Ho Ho,</b><br><b>Spring Term – I wanna play in a band, Zootime</b><br><b>Summer Term – Friendship song, Reflect, Rewind and Replay.</b>  |
| Year 1 End points   | Year 2 End points  |
| <p><u>Listen &amp; Appraise</u><br/>           I am beginning to recognize some instruments in a piece of music,<br/>           I am beginning to recognize features of a particular musical style (hip hop, reggae, western, classical, rock, pop, latin, film, big band, jazz)<br/>           I am beginning to use basic musical language while talking about music (e.g. fast, slow, loud, quiet, high, low)</p> <p><u>Musical Elements</u><br/>           I can find and internalize a pulse with support.<br/>           I can clap the rhythm in a word (e.g. names, colours, days).<br/>           I am beginning to understand how pulse, rhythm and pitch work together in a song.</p> <p><u>Singing</u><br/>           I am beginning to understand the importance of warming up before singing.<br/>           I can use a good singing position to project my voice.<br/>           I can stop and start singing by following the instructions of a leader (conductor).</p> <p><u>Playing Instruments</u><br/>           I am beginning to play a simple one or two note rhythm as part of a group<br/>           I can stop and start playing by following the instructions of a leader (conductor).</p> <p><u>Improvisation</u><br/>           I am beginning to improvise a very simple one or two note pattern on an instrument or with my voice (not recorded)</p> <p><u>Composition</u><br/>           I am beginning to create my own composition using one or two notes.<br/>           I am beginning to notate my composition in an appropriate way with support (e.g. using ICT, jottings)</p> <p><u>Performance</u><br/>           I am beginning to present a performance as part of a group.<br/>           I am beginning to evaluate our performance by saying what I liked.</p> | <p><u>Listen &amp; Appraise</u><br/>           I can identify some instruments used in a piece of music.<br/>           I am beginning to identify the basic structure of a song (Intro, Verse, Chorus)<br/>           I am beginning to recognize features of a range of musical styles (African, Classical, 20<sup>th</sup> Century Contemporary)</p> <p><u>Musical Elements</u><br/>           I am beginning to identify the pulse in a piece of music independently.<br/>           I can confidently clap rhythms within a word and create my own rhythm when asked.<br/>           I am beginning to understand how pulse, rhythm and pitch work together in a piece of music.</p> <p><u>Singing</u><br/>           I can sing in a group and maintain a consistent pulse.<br/>           I am developing the confidence to sing solo.<br/>           I can consider the words in a song and how they work within the music.</p> <p><u>Playing Instruments</u><br/>           I can confidently play a simple one or two note rhythm as part of a group.<br/>           I can respond to musical cues from a leader (conductor), e.g. play louder, quieter, quicker.</p> <p><u>Improvisation</u><br/>           I can improvise a simple one or two note pattern on an instrument or with my voice (not recorded)</p> <p><u>Composition</u><br/>           I can create my own composition using one or two notes.<br/>           I can notate my composition in an appropriate way (e.g. using ICT, jottings)</p> <p><u>Performance</u><br/>           I can present a performance as part of a group.<br/>           I can evaluate our performance by offering comments about what went well and what we could change.</p> |

## Music Curriculum –Key Stage 2

### National Curriculum:

Pupils should be taught to:

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

| Year 3 Coverage  | Year 4 Coverage   |
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| <p><b>Autumn Term – Let your spirit fly, Glockenspiel Stage 1</b><br/> <b>Spring Term – Three Little Birds, The Dragon Song</b><br/> <b>Summer Term – Bringing us together, Reflect, Rewind and Replay.</b></p>  | <p><b>Autumn Term – Mamma Mia, Glockenspiel Stage 2.</b><br/> <b>Spring Term – Stop!, Lean on me</b><br/> <b>Summer Term – Blackbird, Reflect, Rewind and Replay.</b></p>   |
| Year 3 End points  | Year 4 End points   |
| <p><u>Listen &amp; Appraise</u><br/> I am beginning to use musical language accurately to talk about music (e.g. pitch, tempo, dynamics)<br/> I am beginning to consider the purpose of a song and its context in history.<br/> I can recognize a wider range of styles based on their features (including R&amp;B, Rock, Musical theatre, Motown, Disco and Funk)</p> <p><u>Musical Elements</u><br/> I can confidently demonstrate how to find the pulse in a piece of music independently.<br/> I can copy a simple rhythm over a pulse and sing / play it back over a track.</p> <p><u>Singing</u><br/> I am able to consider that words mean something and project the meaning of a song through expression.</p> <p><u>Playing Instruments</u><br/> I can confidently play up to a three-note rhythm as part of a group.<br/> I can move between playing differentiated parts as instructed,</p> <p><u>Improvisation</u><br/> I am beginning to improvise a one, two or three note pattern on an instrument or with my voice (not recorded)</p> <p><u>Composition</u><br/> I am beginning to create my own composition using one or two, or three notes.<br/> I can notate my composition in an appropriate way (e.g. using ICT, jottings)</p> <p><u>Performance</u><br/> I can present a performance as part of a group.<br/> I can evaluate our performance by offering comments about what went well and what we could change.</p> | <p><u>Listen &amp; Appraise</u><br/> I can identify basic musical styles through learning about their style indicators and the instruments played.<br/> I can consistently use accurate musical language to describe and talk about music</p> <p><u>Musical Elements</u><br/> I am beginning to demonstrate a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together.<br/> I am beginning to clap/play simple rhythms/copy one-two note pitches confidently and create my own rhythm..</p> <p><u>Singing</u><br/> I am beginning to perform a song stylistically and musically.<br/> I can sing with a good sense of the pulse internally and sing together and in time with the group.</p> <p><u>Playing Instruments</u><br/> I can confidently respond to basic musical cues from the leader/conductor.<br/> I am beginning to follow simple notation to play an instrument.<br/> I can play with more knowledge, confidence and ease.</p> <p><u>Improvisation</u><br/> I can create musical sounds with voices and instruments in a given style.<br/> I can improvise a one, two or three note pattern on an instrument or with my voice (not recorded)</p> <p><u>Composition</u><br/> I can create my own composition using one or two, or three notes.<br/> I can notate my composition in an appropriate way (e.g. using ICT, jottings)</p> <p><u>Performance</u><br/> I can present a performance as part of a group.<br/> I can evaluate our performance by offering comments about what went well and what we could change.</p> |

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| <b>Year 5 Coverage</b>  | <b>Year 6 Coverage</b>  |
| <p><b>Autumn Term – Livin on a prayer, Classroom jazz 1</b><br/> <b>Spring Term – Make you feel my love, The Fresh Prince of Bel Air</b><br/> <b>Summer Term – Dancing in the street, Reflect, Rewind and Replay.</b></p>   | <p><b>Autumn Term – I’ll Be There, Classroom jazz 2</b><br/> <b>Spring Term – A New Year Carol, Happy</b><br/> <b>Summer Term – You’ve got a friend, Reflect, Rewind and Replay.</b></p>  |
| <b>Year 5 End points</b>  | <b>Year 6 End points</b>  |
| <p><u>Listen &amp; Appraise</u><br/> I can find the pulse confidently and innately, of the music they are listening to and understand what that means.<br/> I realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. (I include tempo, dynamics, timbre, texture and structure if possible).</p> <p><u>Musical Elements</u><br/> I am beginning to demonstrate a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together.<br/> I can clap/play simple rhythms/copy one-two note pitches confidently and I am beginning to create my own rhythm.</p> <p><u>Singing</u><br/> I can perform a song stylistically and musically.<br/> I understand the importance of clear diction and tuning.</p> <p><u>Playing Instruments</u><br/> I can follow simple basic notation to play an instrument.<br/> I can demonstrate confidence and fluency when playing an instrument in a solo or ensemble context.</p> <p><u>Improvisation</u><br/> I am beginning to create my own more complex rhythmic patterns that lead to melodies in a group or a solo situation (not recorded)</p> <p><u>Composition</u><br/> I am beginning to create my own more complex melody within the context of a song being learnt.<br/> I am beginning to recognize and demonstrate awareness of a link between shape and pitch using notations.</p> <p><u>Performance</u><br/> I can demonstrate a historic, stylistic knowledge and understanding of a song / piece through a performance.<br/> I am beginning to realise that performance can influence how music is presented.</p> | <p><u>Listen &amp; Appraise</u><br/> I can confidently discuss the elements of music and how they fit into what I am listening to.<br/> I can identify a range of different styles of music and give reasons to explain how I know.</p> <p><u>Musical elements</u><br/> I can demonstrate a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together.<br/> I can clap/play simple rhythms/copy one-two note pitches confidently and I can create my own rhythm.</p> <p><u>Singing</u><br/> I can follow a conductor with confidence and ease and understand how an ensemble fits together.<br/> I have a good understanding of how the interrelated dimensions of music play their part.</p> <p><u>Playing Instruments</u><br/> I am beginning to read standard musical notation to play a song (e.g. notes)<br/> I can respond to a cue given in musical language (e.g. staccato)</p> <p><u>Improvisation</u><br/> I can create my own more complex rhythmic patterns that lead to melodies in a group or a solo situation (not recorded)</p> <p><u>Composition</u><br/> I can create my own more complex melody within the context of a song being learnt.<br/> I can recognise and demonstrate awareness of a link between shape and pitch using notations.</p> <p><u>Performance</u><br/> I can confidently demonstrate a historic, stylistic knowledge and understanding of a song/piece, through a performance<br/> I realise that performance can influence how music is presented.</p> |