

Music



AIM
Federation of Schools

Music

Our 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 Knowledge:

Our CT 'Know and Remembers'

We ensure that children know and remember key facts and information so that they can be successful in the subject they are learning. Children learn best when they are able to connect, retrieve and rehearse. Our lessons ensure that children have the opportunity to do all three of these things through carefully planned sequences of learning.

Key Skills:

Our CT Skills

Skills is a learned ability to do something well. Children at the Coastal Together Federation learn skills alongside knowledge. They have opportunities to practice and rehearse skills so that they are able to apply and make links between learning.



Music Substantive Focus



	Performing	Listening	Composing	Notation	Knowledge of Music
KS1	<p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils should be taught to play tuned and untuned instruments musically.</p>	<p>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	N/A	N/A
KS2	<p>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.</p>	<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Pupils should be taught to use and understand staff and other musical notations.</p>	<p>Pupils should be taught to develop an understanding of the history of music.</p>

Music Knowledge and Skills



	EYFS (Emerging)	EYFS (Expected)	Year 1 & 2	Year 3 & 4	Year 5 & 6
Singing	<ul style="list-style-type: none"> a. sing in a group b. sing on my own 	<ul style="list-style-type: none"> a. sing in a group or on their own, increasingly matching the pitch and following the melody b. sing a range of well-known nursery rhymes and songs. 	<ul style="list-style-type: none"> a. sing with good diction; b. begin to be able to sing in tune songs with a limited range; c. sing in time to a steady beat. 	<ul style="list-style-type: none"> a. sing with good diction; b. sing in tune songs with a limited range; c. sing a song with two or more parts; 	<ul style="list-style-type: none"> a. sing with good diction; b. using in tune; c. using a song with two or more parts, showing confidence at being able to maintain tempo and pitch;
Performing	<ul style="list-style-type: none"> a. choose a song to move to 	<ul style="list-style-type: none"> a. perform songs, rhymes poems and stories solo or in groups b. move my body in a variety of ways to a song they enjoy 	<ul style="list-style-type: none"> a. name a variety of instruments; b. perform with a good sense of beat and rhythm; c. perform together in an ensemble; d. change the tempo or dynamics while playing an instrument. 	<ul style="list-style-type: none"> a. perform with expression; b. use correct technique to play instruments. 	<ul style="list-style-type: none"> a. perform with accuracy and expression, showing an understanding of the context of the music; b. use correct technique to play instruments with improved confidence and accuracy.
Listening	<ul style="list-style-type: none"> a. begin to listen to music attentively b. 	<ul style="list-style-type: none"> a. listening attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> a. begin to recognise different genres of music; b. begin to recognise instruments being played in a piece of music; c. express their opinion about pieces of music. 	<ul style="list-style-type: none"> a. find the beat in a piece of music; b. explain the tempo, dynamics and duration of a piece of music; c. begin to recognise some orchestral instruments in a piece of music. d. recognise a range of music genres; e. recognise instruments being played in a piece of music; f. express their opinion about pieces of music using appropriate musical vocabulary; g. discuss similarities and differences in pieces of music. 	<ul style="list-style-type: none"> a. find the beat in a piece of music; b. explain the tempo, dynamics, metre, timbre and duration of a piece of music; c. recognise orchestral instruments and describe their effect in a piece of music. d. recognise a range of music genres (including from around the world) and describe their characteristics; e. name a variety of composers and artists associated with different genres of music; f. recognise instruments being played in a piece of music; g. express their opinion about pieces of music using appropriate musical vocabulary; h. discuss similarities and differences in pieces of music and explain how composers and performers achieve this.

Music Knowledge and Skills



	EYFS (Emerging)	EYFS (Expected)	Year 1 & 2	Year 3 & 4	Year 5 & 6
Composing	a. begin to explore and engage in music making	a. explore and engage in music making b. follow a story map creating a musical accompaniment	a. compose a simple tune using three or four notes; b. create sound effects for a picture or story, thinking about how music can create a mood; c. write down their compositions using symbols, pictures or patterns.	a. compose a tune using eight notes; b. compose music that has a recognisable structure (beginning, middle and end).	a. create more complex tunes, thinking about their audience; b. add lyrics to a composition compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics.
Notation				a. recognise crotchets, quavers, semibreves and crotchet rests; b. begin to be able to recognise some notes on a treble clef staff.	a. recognise crotchets, quavers, semibreves, crotchet and quaver rests; b. To be able to recognise some notes on a treble clef staff with improved confidence c. read, and play from, music notation; record their own compositions using music notation.
Knowledge of Music				a. name some composers and genres of music from different eras.	a. name some composers and genres of music from different eras; b. name different musical periods.