

TREWIDLAND PRIMARY SCHOOL MUSIC CURRICULUM

Subject	
<p>Music</p> <p>EYFS and KS1</p>	<p>General skills: Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Know and be able to sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems, and stories with others and (when appropriate) try to move in time with music. • Name some basic instruments and know how they are played. <p>PERFORMING</p> <p>Using their voices</p> <ul style="list-style-type: none"> • Speak and chant in a group. • Sing songs showing increasing vocal control (more in tune, breathing deeply, singing words clearly) • Sing songs in different styles, conveying different moods and with a sense of enjoyment. • Coordinate actions to go with a song. • Sing in time to a steady beat. • Perform an action or sound (clapping, stamping..) on a steady beat whilst singing <p>YEAR 2:</p> <ul style="list-style-type: none"> • Have more control over their breathing, dynamics and diction. • Have more accuracy in their pitching. • Identify when pitch is getting higher/ lower and use their voice to recreate a note of the same pitch. • Follow a leader and signals such as start and stop. • GDS: Know that phrases are where we breathe in a song. • <p>Using instruments</p> <ul style="list-style-type: none"> • Play instruments by shaking, scraping, rattling, tapping ... • Play in time to a steady beat, using instruments or body sounds. • Play loudly, quietly, fast, slow. • Imitate a rhythm pattern on an instrument. • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song. • Play a single pitched note to accompany a song (drone) • Play, with help the rhythmic pattern of a sentence e.g. the Hungry Caterpillar. • Follow simple hand signals indicating loud/ quiet and start/ stop

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GDS: Perform a rhythm to a steady pulse.

YEAR 2:

- Show control in maintaining a steady beat, changing tempo and changing dynamics.
- Perform a repeated two-note ostinato to accompany a song.
- Perform a rhythmic accompaniment to a song.
- Perform a sequence of sounds using a graphic score.
- Follow a leader to start and stop together.
- Demonstrate growing confidence in performing individually or as part of a small group.
- Play showing an awareness of others and a sense of ensemble.
- **GDS:** Sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse.
- **GDS:** Use simple structures (e.g. repetition and order) in a piece of music.

EXPLORE AND COMPOSE

- Make different sounds using their bodies, found objects, voices and conventional instruments (timbre)
- Make different sounds such as high/ low (pitch), long/ short (duration), loud/ quiet (dynamics), fast/ slow (tempo)
- Begin to understand that different sounds can convey mood/ feelings.
- Add chosen sound to appropriate movements in narrative.
- Sort and name different sounds according to a given or their own criteria.
- Create a short sequence of different sounds in response to a given stimuli.

YEAR 2:

- Make different sounds using their voice and hands (timbre)
- Make different sounds such as high/ low (pitch), long/ short (duration), loud/ quiet (dynamics), fast/ slow (tempo)
- Explore shapes of melodic rhythmic patterns
- Choose musical sound effects to follow a story or match a picture.
- Use graphics/ symbols to represent the sounds they have made.
- Use these symbols to make a simple score of the music.
- Compose and perform their own sequence of sounds without support.

GDS: Create accompaniments for melodies.

GDS: Compose a simple piece of music that they can recall to use again

LISTEN, REFLECT, APPRAISE

- Move in time to a steady beat; respond through movement to different characteristics and mood of music.
- Recognise the sounds of classroom percussion instruments and name them.
- Begin to use musical terms (quiet, loud, high, low, fast, slow etc.)

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	<ul style="list-style-type: none"> • Begin to articulate how changes in speed, pitch and dynamics convey effect/ mood. • GDS: Identify what different sounds could represent and give a reason why. • GDS: Identify texture - listening for whether there is more than one sound at the same time. • GDS: Identify musical structure in a piece of music (verse, chorus etc.) • YEAR 2: • Listen with increased concentration. • Recognise difference in pitch that can be heard. • Recognise how sounds are made (tapping, scraping, hitting etc) • Recognise changes in tempo, dynamics and pitch. • Begin to use musical terminology to describe mood (the mood is sad because the music is very slow) <p>GDS: Tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect.</p>
<p>KS2 Years 3 & 4</p>	<p><u>PERFORMING</u></p> <p>Using their voices</p> <ul style="list-style-type: none"> • Sing songs in a variety of styles with increasing confidence including some from memory. • Sing songs with an increasing awareness of the 'shape' of the melody and of musical expression (dynamics, breathing control, tempo, mood, feeling) • Understand the importance of correct posture and breathing. • Chant or sing a round in two parts with increasing confidence and pitch accuracy. • Recognise basic musical structures in songs (verse/ chorus, call/ response, call/ echo etc) • Sing confidently in small groups or individually. • Copy short phrases accurately and sing up and down in steps independently . • GDS: Use selected pitches simultaneously to produce simple harmony. <p>Using instruments</p> <ul style="list-style-type: none"> • Understand how different sounds are made (tapping, blowing, scraping) • Copy the rhythmic pattern of spoken phrases and sentences. • Understand how different sounds can be manipulated to convey different moods and feelings. • Compose short melodic phrases which represent feelings/ pictures/ words etc. • Compose a piece of music with a clear beginning, middle and end. • Compose music with a variety of sound durations, tempo or dynamics in a small group. • Compose music that conveys different feelings and moods. • Play by ear, experimenting to find known tunes or phrases. • Play music in a metre of two and three (Waltz time) • Follow a leader stopping/ starting, changing dynamics and changing tempo accordingly.

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	<ul style="list-style-type: none"> • Perform to an audience in small groups or as a solo player. <p><u>EXPLORE AND COMPOSE</u></p> <ul style="list-style-type: none"> • Explore sounds to create different effects and convey different moods and feelings. • Explore rhythmic patterns from different times and places. • Understand and compose using the pentatonic scale. • Use pitched instruments to create short melodies. • Incorporate effective moments of silence (rests) into compositions. • Compose simple rhythmic accompaniments to songs using ostinato or drone. • Compose music with a recognisable structure. • Arrange and perform their own version of songs using accompaniments. • GDS: Explore and use sets of pitches, e.g. 4 or 5 note scales. • GDS: Show how they can use dynamics to provide contrast. <p><u>LISTEN, REFLECT AND APPRAISE</u></p> <ul style="list-style-type: none"> • Aurally recognise and name a range of orchestral and school percussion instruments. • Recognise and talk about contrasting styles of music in broad terms, using language such as tempo, dynamics, timbre... • Recognise music from different times and cultures, identifying key features. • Identify rhythmic or melodic ostinato in live or recorded music. • Identify the structure of a song (chorus, verse, call and response etc.) • Identify metre in live or recorded music. • GDS: Compare repetition, contrast and variation within a piece of music. • GDS: Identify how a change in timbre can change the effect of a piece of music.
<p>Years 5 & 6</p>	<p><u>PERFORMING</u></p> <p>Using their voices</p> <ul style="list-style-type: none"> • Sing songs across a variety of styles with accuracy and confidence. • Comment on the history, purpose, meaning, message and mood of a song. • Sing independently with increasing accuracy and confidence. • GDS: Use pitches simultaneously to produce harmony by building up simple chords. <p>Using instruments</p> <ul style="list-style-type: none"> • Play a range of percussion and instrumental instruments with increasing confidence and ability. • Play and improvise as part of a group and as a solo member. • Maintain their own part in a small instrumental ensemble.

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	<ul style="list-style-type: none"> • Perform a piece of music using notation (graphic or conventional). • Play by ear to copy or find simple tunes or phrases. • Maintain a rhythmic or melodic ostinato or drone to accompany others. • Perform pieces with increasing expression and musicality. • Perform a variety of styles to an audience, both as a group and as a solo player • Explore sounds made on different orchestral instruments. • Use conventional and graphic notation to record rhythmic or melodic compositions. • Layer rhythmic and melodic ostinatos and play music with syncopation. • Improvise over a drone using given notes. • Come up with lyrics to match a melody. • GDS: Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song. • Aurally recognise the range of instruments taught in the school. • Recognise and talk confidently about specific styles with growing awareness of musical differences and similarities. • Recognise chords, the relationship between melody and lyrics and features of expression (phrasing, dynamics, tempo) • Talk about the music they hear/ like/ dislike in musical terms. • GDS: Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre. • GDS: Explain how tempo changes the character of music. • GDS: Identify where a gradual change in dynamics has helped to shape a phrase of music. •
<p>Years 5 & 6</p>	<p><u>PERFORMING</u></p> <p>Using their voice</p> <ul style="list-style-type: none"> • Sing songs across a variety of styles with accuracy and confidence. • Comment on the history, purpose, meaning, message and mood of a song. • Sing independently with increasing accuracy and confidence. • GDS: Use pitches simultaneously to produce harmony by building up simple chords. • Use expression to communicate the mood and meaning of a song. • Maintain their own part in a round and in two part songs • Perform a variety of songs from memory with musicality (paying attention to phrasing, breathing, dynamics and pitch accuracy) <p>Using instruments</p> <ul style="list-style-type: none"> • Play a range of percussion and instrumental instruments with increasing confidence and ability. • Play and improvise as part of a group and as a solo member.

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- Maintain their own part in a small instrumental.
- Perform a piece of music using notation (graphic or conventional)
- Play by ear to copy or find simple tunes or phrases.
- Maintain a rhythmic or melodic ostinato or drone to accompany others.
- Perform pieces with increasing expression and musicality.
- Perform a variety of styles to an audience, both as a group and as a solo player
- Perform in mixed groups on a range of instruments with confidence and accuracy.
- Lead/ conduct a group of instrumental performers.
- Maintain own part on a pitch instrument when playing as an ensemble.
- Maintain a rhythmic or melodic accompaniment to other performers.
- Confidently perform their own compositions
- Record their work.
- **GDS:** Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.

EXPLORE AND COMPOSE

- Explore sounds made on different orchestral instruments.
- Use conventional and graphic notation to record rhythmic or melodic compositions.
- Layer rhythmic and melodic ostinatos and play music with syncopation.
- Improvise over a drone using given notes.
- Come up with lyrics to match a melody.
- **GDS:** Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.
- Compose music for a special occasion (e.g. a fanfare)
- Come up with lyrics to match a melody.
- Use repetition, drone, ostinato etc. for effect in composition, for a class performance with appropriate pitched and unpitched accompaniment.
- Refine own compositions after discussion.
- Use a range of conventional and traditional symbols to record composition.
- **GDS:** Use the full range of chromatic pitches to build up chords, melodic lines and bass line.

LISTEN, REFLECT, APPRAISE

- Aurally recognise the range of instruments taught in the school along with a wider range of orchestral and non-orchestral instruments.
- Recognise and talk confidently about specific styles with growing awareness of musical differences and similarities.
- Recognise chords, the relationship between melody and lyrics and features of expression (phrasing, dynamics, tempo)
- Talk about the music they hear/ like/ dislike in musical terms.

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- **GDS:** Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.
- **GDS:** Explain how tempo changes the character of music.
- **GDS:** Identify where a gradual change in dynamics has helped to shape a phrase of music.
- Distinguish between different timbre and texture in pieces of music and different instruments.
- Identify and discuss 'what happens when' within simple musical structures.
- Compare two pieces of music from different styles/ times and discuss their similarities and differences.
- Use a wide range of musical vocabulary accurately and appropriately.
- **GDS:** Show how a small change of tempo can make a piece of music more effective.
- **GDS:** Appraise the introductions, interludes and endings for songs and compositions they have created.

DETAILED CURRICULUM MAP FOR 2024/2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rhythm, listening,	singing and	general musicianship	occurs continuously in both Key Stages	throughout the	year
EYFS and KS1	Musicianship: Working on the inter-related dimensions of music through rhythm, song and games	Christmas: Preparing songs for the Christingle Service. Unpitched percussion instruments – instruments names, ways of playing, focussing on soft/loud, fast/slow, maintaining a steady beat	Pitched Percussion: Learning to control a beater. Recognising the difference between high and low pitch Learning to watch and follow directions from a conductor. Playing and composing simple patterns in pairs and as a class	Sound Picture Project: Composing using a story as basis using voices, body percussion and pitched/unpitched percussion instruments.	Ukulele: learning to hold the instrument correctly, strumming technique, finding the C string <i>Play My Dog has Fleas/A Sailor</i> using the C string and knocking the wood of the instrument. <i>Easy Come, Easy Go,</i> <i>E A Boogie</i>	Minibeasts: related composing, performing and listening tasks.

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KS2	<p>Musicianship: Rhythm: recognising and notating simple patterns. Composing and notating own patterns then adding pitch to them and putting them into a larger group composition</p> <p>Focus on major and minor tonalities/ 3 and 4 time</p>	<p>Christmas: Preparing songs for the Christingle Service plus ongoing rhythm, listening and composing activities.</p> <p>Jingle Bells work on glockenspiels</p>	<p>Ukulele: learning to hold the instrument correctly, strumming and plucking techniques. Learn/revise the C, F, G and Am chords. <i>Play A Sailor (full version), Old MacDonald, Frere Jacques in F, Mamma Mia, This is Me!</i></p> <p>Work on the 12 Bar Blues pattern – sing and play <i>Chicken Curry</i> Improvise a melody over the pattern in pairs.</p>	<p>Song writing: Listen to a variety of songs from across musical history/the world and identify structure/tonality/basic harmony etc. Compose own songs based around the chords learnt on the ukulele (C, F,G, Am). Compose music and lyrics. Perform to EYFS/KS1</p>	<p>World Music: learning to recognise the features of the music of China, Africa, India, and British folk music. Focus on African drumming and the pentatonic scale.</p>	<p>Music History project 1– Renaissance music. Recorders: learning to play music from Tudor times eg <i>Mattachins</i> Singing: <i>Pastime with Good Company</i></p>
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