

Crich Carr CofE Primary School
Subject Specific Curriculum Intent – Music

What is Music?: Music is an expression of art through exploring sound.

Music links to the core abilities of creativity, team work, independence and resilience.

What is the curriculum INTENT for this area of the curriculum?

Rationale – Why is this what you want our children to know?

1. To confidently sing a range of complex songs to an audience.
2. To move, clap and perform in rhythm.
3. To perform solo and in groups with increasing confidence, expression and level of skill.
4. Listen and evaluate a range of music.
5. Compose music for a range of purposes, using and reading musical notations.

1. To develop an enjoyment of music and to provide opportunities for children to express themselves.
2. To stay in time when performing.
3. To increase self-confidence.
4. To develop an appreciation for music and to become critical thinkers.
5. To nurture creativity and understand how music is created.

Reception

KS1

KS2

A. Singing

To confidently sing a range of complex songs to an audience.

- Sing in tune within a limited pitch range.
- Experiment with different ways of producing sounds with voice.
- Sing songs and speak chants and rhymes.

- Sing in tune with a greater pitch range.
- Demonstrate different ways of producing sounds with voice.
- Changing the shape of your mouth, to alter the tone of your voice –
- Knowing that this is called embouchure.
- Introduce dynamics with voice, loud and quiet.

- **Sing with a wide range of pitch and with clear diction**
- **Sing with accurate tuning, control of breathing.**
- **Use appropriate tone.**
- **Understand the concept of a minor key.**
- **Discuss the difference in the change in mood of the piece.**
- Begin to be able to sing a contrasting tune and lyric to another group.
- **Begin to use control of your diaphragm to alter the volume of your voice.**
- **Sing within an extended vocal range up to an octave recognising the solfa pitches within that range.**
- **Develop the ability to anticipate the change in pitch without aural prompting using the solfa hand signs.**
- Continue to sing a contrasting tune and lyrics in rounds – increasing difficulty.
- Begin to understand how to sing in harmony (two parts).
- Sing confidently with good tone, strength and stamina.
- Control volume of voice using diaphragm.

B. Rhythm

To move, clap and perform in rhythm.

- To begin to be able to identify a strong beat in a song and clap along with it.
- Begin to clap along with the beat whilst singing a song. (Not clapping with each word or syllable.)
- To attempt to move in time to a beat.

- To usually be able to identify a strong beat in a song and clap along with it.
- To continue to identify the beat in a wider range of music.
- Develop your skills to clap along with the beat whilst singing a song. (Not clapping with each word or syllable.) Begin to be confident when moving in time to a beat.
- To begin to be able to clap a contrasting rhythm pattern to another group. E.g Group 1clap: 1,2,3,4. Group 2 clap: 1&2&3&rest.

- **Begin to learn names of rhythm patterns.**
- **Identify and name rhythms from known songs.**
- **Clap and play rhythm patterns using known symbols.**
- **Begin to be able to write them using manipulatives and recording with stick notation.**
- Be able to clap along with the beat whilst singing a song. (Not clapping with each word or syllable.)
- Be growing in confidence when dancing/ moving in time to a beat.

- **Identify and name rhythms from known songs (as before plus syncopation (ti ta ti), dotted quaver & semi-quaver pairs (tam-ti and ti-tam))**
- Confidently move/dance in time to a beat. **Confidently clap to the beat of a piece of music/song.**
- **Confidently clap or beat (on an untuned instrument) a contrasting pattern to another 1, 2, 3 or 4 groups at a time.**

<p>C. Performing</p> <p>To perform solo and in groups with increasing confidence, expression and level of skill.</p>	<ul style="list-style-type: none"> ▪ Begin to be able to perform songs in front of an audience. ▪ Beginning to start, join in and stop as appropriate. ▪ To not shout, but sing. 	<ul style="list-style-type: none"> ▪ Develop being able to start, join in and stop as appropriate, with slightly less adult support. ▪ Perform songs whilst beginning to show an understand of timing and tone. ▪ Begin to follow directions for dynamics (loud and quiet). ▪ Begin to follow directions for tempo (speed) ▪ Begin to demonstrate an understanding of dynamic through movement and singing. 	<ul style="list-style-type: none"> ▪ Suggest, follow and lead simple performance directions. ▪ Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc. ▪ Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc. ▪ Start, join in and stop as appropriate, without adult support. ▪ Develop your ability to respond to musical cues. E.g a specific musical phrase (notes that they recognise aurally). ▪ Follow directions for dynamics (loud and quiet) and tempo (speed) ▪ Demonstrate your understanding of dynamic through movement and singing. 	<ul style="list-style-type: none"> ▪ Maintain a strong sense of pulse and recognise when going out of time. ▪ Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. ▪ Maintain an independent part in a group and in solo contexts when singing or playing. As appropriate, follow basic shapes of music (including staff and other notations) through singing and playing short passages of music when working as a musician. ▪ Confidently start, join in and stop as appropriate, without support. ▪ Confidently respond to musical cues. E.g a specific musical phrase (notes that they recognise aurally). ▪ Show an understand of timing and tone by reading and using the dynamics of the piece when playing and singing ▪ Confidently follow directions for dynamics (loud and quiet) for tempo (speed) ▪ Use your knowledge of dynamics to emphasise key parts of the music, to add depth, feeling and emotion.
<p>D. Listening</p> <p>Listen and evaluate a range of music.</p>	<ul style="list-style-type: none"> ▪ Comment on and respond appropriately to a variety of live and recorded music. ▪ Being able to answer questions about the piece. E.g does the music begin quickly or slowly? ▪ Be able to give their own opinions of how the music makes them feel. 	<ul style="list-style-type: none"> ▪ Listen with increased concentration to a variety of live and recorded music. Old, new, classical, pop, rock, jazz, multicultural, etc ▪ Begin to respond appropriately by making statements and observations about the music. E.g. The music starts slowly and quietly, but becomes louder and faster. The music sounds like it's from another country. ▪ Show these dynamics through movement, and other creative responses. E.g. What does the music make you think of? 	<ul style="list-style-type: none"> ▪ Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others. ▪ Listen with concentration to a variety of live and recorded music. Old, new, classical, pop, rock, jazz, multicultural, etc - where possible link with your class topic. ▪ Respond appropriately by making statements and observations about the music. ▪ Develop the pupils' response to music by helping them to identify different instruments. ▪ Develop the pupils' aural memory by asking them to repeat back a rhythm or tune they have heard in the piece. 	<ul style="list-style-type: none"> ▪ Critique own and others' work, offering specific comments and justifying these. ▪ Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times ▪ Respond appropriately by making statements, observations and identifying key features of the music. ▪ Share opinions about famous pieces of music and be willing to justify these. ▪ Give opinions about specific genres of music and explain them.

<p>E. Composing</p> <p>Compose music for a range of purposing, using and reading musical notations</p>	<ul style="list-style-type: none"> ▪ Create sound using different untuned instruments. ▪ Make shakers to create sound and rhythm. ▪ Use items from the classroom to make noise. ▪ Explain how noise is just a vibration. ▪ Put your hand on the front of your neck when you sing. What can you feel? 	<ul style="list-style-type: none"> ▪ Create a soundscape that is relevant to your topic. ▪ Use tuned and untuned instruments from school to create the soundscape. ▪ Remind the children that all noise is made by a vibration. 	<ul style="list-style-type: none"> ▪ Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses. ▪ Identify, recognise, respond to and use basic symbols including rhythms from standard Western notation for known concepts and basic changes in pitch within the pentatonic scale. ▪ Use sound recording technology to create a soundscape of music, using voice, improvised sounds and instruments. ▪ Study a particular style of music, its composers and its period in history, perhaps linking this to your topic (for example – Latin music) (link to D8). 	<ul style="list-style-type: none"> ▪ Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. ▪ Create music which demonstrates understanding of structure and discuss the choices made. ▪ Experiment with technology in creative ways. E.g. Using different platforms to create a sound back drop for the Christmas play/leavers assembly. ▪ Explore new techniques. E.g. creating your own sound which can be recorded and used in a performance. ▪ Write new lyrics or additional lyrics to an existing song, linked to topic. ▪ Record your new song lyrics.
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<p>F. EYFS</p>	<p>Statements from Development Matters</p>		<p>Statements from the Early Learning Goals (EYFS Statutory Framework)</p>		
	<p>Communication and Language</p>	<p>1. Listen carefully to rhymes and songs, paying attention to how they sound. (Daily reading time)</p> <p>2. Learn rhymes, poems and songs. (Daily reading time)</p>	<p>Expressive Arts and Design</p>	<p>Being Imaginative and Expressive</p>	<p>9. Sing a range of well-known nursery rhymes and songs. (Daily reading time)</p>
	<p>Physical Development</p>	<p>3. Combine different movements with ease and fluency. (CP – Outside stage area and xylophones)</p>			<p>10. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
	<p>Expressive Arts and Design</p>	<p>4. Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Music Lesson)</p> <p>5. Return to and build on their previous learning, refining ideas and developing</p>			<p>(Daily reading time, music lesson)</p>
	<p>6. Listen attentively, move to and talk about music, expressing their feelings and responses. (Singing assembly and music lessons)</p> <p>7. Sing in a group or on their own, increasingly matching the pitch and following the melody. (Singing assembly)</p> <p>8. Explore and engage in music making and dance, performing solo or in groups. (CP – Outside stage area and xylophones)</p>				

Implementation

- **Bold objectives are covered through Wider Opportunities Music.**
- The Wider Opportunities Music to teach Class 2 how to play an instrument each year.
- Children in Class 2 to practice for and have the opportunity to attend Young Voices every two years
- Singing as part of Nativity and Summer performance
- Children given the opportunity to play an extra instrument through private music lessons outside of the curriculum.
- Singing assemblies to take place once a week.
- Children will listen and respond to music regularly as part of collective worship and classroom practice