

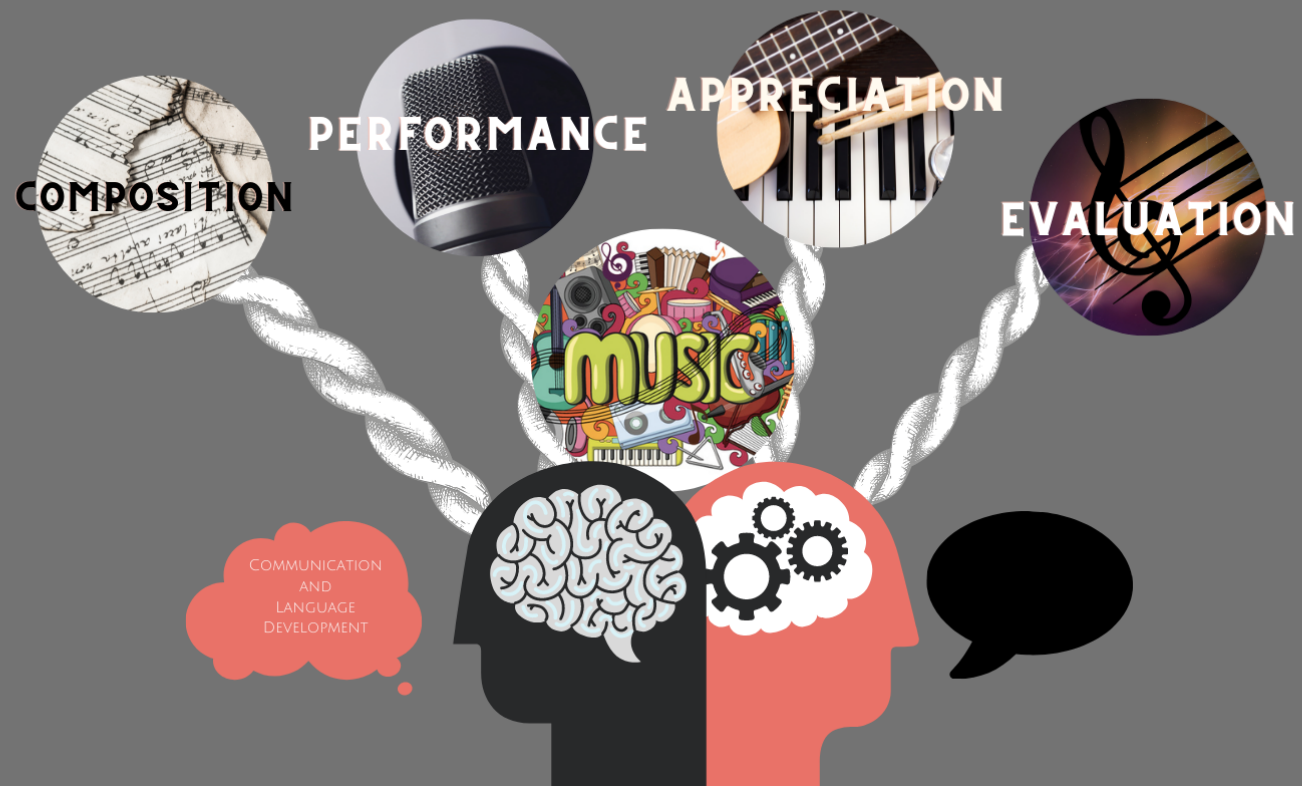


A music curriculum planned with aspirations for pupils to leave North Wheatley C of E Primary with:

- the knowledge and skills to be able to compose by:
communicating original ideas, trying different techniques and being inspired by the work of others.
- to work as part of a team to create a composition, knowing where and when to play or contribute, the technical application of reading music and the understanding of the key elements needed to perform a successful piece.
- the creativity to explore and experiment with instruments and sounds and to be able to use this inquisitiveness to be individual and unique in what can be produced.
- the personal motivation to be excited about the process of composing, performing, evaluating and improving on work and to be able to make connections between these and other knowledge.



MUSIC KNOWLEDGE STRANDS



Subject Progression Framework

1
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- Recap prior learning.
- Appreciation – listen to, explore, appreciate and discuss music linked to focus. This may be from a composer/performer, a genre of music, a period of time or a specific country.

2
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- Introduce key vocabulary and explore the features of music that will be the focus for the block/unit. E.g. tempo changes, acapella singing, changes in pitch,
- Use a range of instruments, online tools, body percussion and vocal exercises to explore how we can change or use certain musical features.

3
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- Composition – time to explore composition, putting together and generating ideas.
- Referring back to appreciation lesson to focus on the theme of the music and intended outcome.
- Recap of previous session exploration – how can we use what we learnt last time to focus our piece to fit the brief?

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- Working on composition, including making age appropriate notations and recordings.
- Putting generated ideas of sessions 2 and 3 into a cohesive order.
- Practicing, evaluating and improving our piece to produce a high quality end piece.

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- Final rehearsal and polishing of piece – last minute improvements
- End piece performance
- Record performances to share on Seesaw and to use for evaluation.

6
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- Final evaluation of end performance (use recordings of performances to support and highlight specific parts as reference points).
- Provide critique to self and others using a range of age appropriate technical vocabulary.

Composition

Creating or writing a piece of music and reading music.

Performance

Play instruments (including singing), exploring sounds and presenting a final piece to an audience.

Appreciation

Listening to and discussing published pieces of music and understanding separate elements of a piece.

Evaluation

Critically analysing and critiquing own compositions and providing feedback to others.

CURRICULUM STRANDS	Appreciation		Composition		Evaluation		Performance		Communication and Language Development
EYFS	See EYFS Tapestry Curriculum for Birth to Early Learning Goal Curriculum. The EYFS Tapestry feeds into the Key Stage One Curriculum.								
Key Vocabulary	like dislike		Song Instrument Tune Rhyme		like dislike		Audience Perform		
KS1 Year 1  Year 2 	- Pupils listen to pieces of published music and are able to discuss their likes and dislikes. - Pupil can also listen for particular things and respond to moods of music.		- Pupils compose their own short pieces by ordering sounds to create an effect. - Pupils use symbols to represent sounds and make connections between the symbol and sound being made.		Pupils can say what they like and dislike about their own work and that of peers and make suggestions on how to improve it or the next steps to take.		- Pupils can use my voice to speak, sing and chant to a melody. - Pupils can use instruments to perform, make patterns or accompaniments. - Pupils can make different sounds with my voice and with instruments.		- Pupils enjoy listening to music, sharing music and talking about what they hear. - Pupils ask questions about the music that they hear and make. - Talk about types of music, instruments, likes and dislikes and begin to include the vocabulary they have learnt within these conversations. - They play with, and explore, language and word use, including rhyme, alliteration and assonance.
Key Vocabulary	Y1 Strings Brass Choir Mood	Y2 Percussion Orchestra Verse Chorus	Y1 Pulse Beat Beater	Y2 Rhythm Beginning Middle End Symbols	Y1 Improvement	Y2 Evaluation Emotion	Y1 Melody Chant	Y2 Lyrics Volume	
LKS2 Year 3  Year 4 	- Pupils listen to music and compositions and use key vocabulary to discuss their opinions. - Pupils can recognise the works of at least one famous composer and can discuss the character in a piece of music.		- Pupils compose using different elements, patterns and melodies, considering the feeling or mood they wish to create. - They can explore new ideas through improvisation. - Pupils use notations to record and interpret compositions including the pitch and tempo of their piece.		- Pupils make improvements to work and discuss the process that they have undertaken to do this. - They are able to explain why silence is needed and the effect it has. - Pupils can discuss the purposes of music.		- Pupils sing with expression, demonstrating accurate pitch and recalling songs from memory. - Pupils can play clear notes on tuned instruments or rhythmically on percussion instruments.		
Key Vocabulary	Y3 Appreciation Duration. Echo Character	Y4 Harmony Ensemble	Y3 Score Composition Note	Y4 Scale	Y3 Pitch Silence	Y4 Timbre	Y3 solo duet trio	Y4 A cappella Rhythmically	

CURRICULUM STRANDS	Appreciation		Composition		Evaluation		Performance		Communication and Language Development
UKS2 Year 5  Year 6 	- Pupils can explain why they think music is successful or unsuccessful. - They can compare and contrast the works of others, including different styles, composers or eras of works clearly explaining their preferences and musical understanding.		- Pupils improvise within a group using melodic and rhythmic phrases and can organise their ideas to meet specific criteria. - Pupils can record their compositional processes through notations and diary entries and are able to identify and make note of chords.		- Pupils describe, compare and evaluate music using musical vocabulary including suggestions on improvements to my own work and that of others. - Pupils analyse features within different pieces of music and can evaluate the venue, occasion and purpose affects the way a piece of music is created.		Pupils breathe in the correct place when singing and can confidently perform as part of a harmony or lead.		- Pupils confidently discuss music and are able to accurately use the vocabulary learnt over many years to talk knowledgeably about what they have heard. - Pupils debate and discuss their likes, dislikes and preferences referring to specific features and using vocabulary to support their conclusions.
Key Vocabulary	Y5 Hymn Ballad	Y6 Preference	Y5 Structure Bar Staff Notation Chords	Y6 Crotchet Quaver Semi-quaver Clef Minim	Y5 Texture Tempo	Y6 Occasion Venue	Y5 lead unison	Y6 harmony	

Cohort attainment and progress tracker

(Entering=E, Beginning=B, Developing=D, Meeting=M, Exceeding=Exc, Greater Depth Standard=GDS)

Continuous dialogue reflecting yearly progress of learning and notes to feedforward for future planning.

Cohort's Achievement Each Term (%)							
		E	B	D	M	Exc	GDS
Year 1	Autumn						
	Spring						
	Summer						
Year 2	Autumn						
	Spring						
	Summer						
Year 3	Autumn						
	Spring						
	Summer						
Year 4	Autumn						
	Spring						
	Summer						
Year 5	Autumn						
	Spring						
	Summer						
Year 6	Autumn						
	Spring						
	Summer						

	Notes and feedforward (Individual pupils, group, class)	QA by Subject Leader
EYFS		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		