

CURRICULUM SUBJECT	Music		SUBJECT LEAD		Rosie Metcalf		
What are the end points in the subject you lead?	Ensure that all pupils: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>						
How is the curriculum at Woodley Primary School sequenced towards those end points?							
Knowledge and Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise		- To know that songs have meanings - To know and recognise the sound and names of some of the instruments they use To move to music by dancing, marching, being animals or pop stars	- To know some songs have a chorus or a response/answer part. - To know that songs have a musical style To learn how songs can tell a story or describe an idea	- To know songs from memory and who sang them To know the style of the five songs. - To be able to talk about a songs: lyrics, musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch), the main sections of the song (introduction, verse, chorus etc.) To identify and move to the pulse. To think about	-To know some of the style indicators of that song -To know the lyrics: what the song is about -To know any musical dimensions featured in the song and where they are used - To identify the main sections of the song - To name some of the instruments they heard in the song To confidently identify and move to the pulse.	-To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? -To know the style of the five songs and to name other songs. -To choose two or three other songs and be able to talk about: Some of the style indicators, the lyrics, what the songs are about, any musical dimensions featured in the	-To know five songs from memory, who sang or wrote them, when they were written and why? -To know the style of the songs and to name other songs in those styles. -To choose three or four other songs and be able to talk about: The style indicators of the songs, the lyrics, what the songs are about, any musical dimensions featured in the

				<p>what the words of a song mean.          To discuss how the song makes them feel.          Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To talk about the musical dimensions          To talk about the music and how it makes them feel.          To listen carefully and respectfully to other people's thoughts about the music.          To try to use musical words when talking.</p>	<p>songs and where they are used          -To identify the main sections of the songs (intro, verse, chorus etc.)          - To name some of the instruments they heard in the songs          - To name the historical context of the songs. What else was going on at this time?          Use bronze, silver and gold starter challenges to:  <u>Bronze challenges</u>          -Find the pulse          -Copy back rhythms based on the words of the main song          -Copy back one-note riffs using simple and syncopated rhythm patterns  <u>Silver challenges</u>          -Lead the class by inventing rhythms for others to copy back          -Copy back two-note riffs by ear and with notation          -Question and answer using two different notes  <u>Gold Challenge</u>          -Find the pulse</p>	<p>they are used, identify the structure of the songs (intro, verse, chorus etc.), name some of the instruments used in the songs, the historical context of the songs. What else was going on at this time, musically and historically?,  <b>Know and talk about that fact that we each have a musical identity</b>          To identify and move to the pulse with ease.          To think about the message of songs.          To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.          To listen carefully and respectfully to other people's thoughts about the music.          To use musical words when talking about the songs.          To talk about the musical dimensions</p>
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Games		<ul style="list-style-type: none"> <li>-To know that music has a steady pulse, like a heartbeat.</li> <li>-To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul> <p>To play pulse, rhythm and pitch games to gain understanding.</p>	<ul style="list-style-type: none"> <li>-To know that music has a steady pulse, like a heartbeat.</li> <li>-To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>- To know rhythms are different from the steady pulse.</li> <li>-To know we add high and low sounds, pitch, when we sing and play our instruments.</li> </ul> <p>To play rhythm games to find pulse, pitch and rhythms.</p>	<ul style="list-style-type: none"> <li>- To know how to find and demonstrate the pulse.</li> <li>-To Know the difference between pulse and rhythm.</li> <li>To know how pulse, rhythm and pitch work together to create a song. To know that every piece of music has a pulse/steady beat.</li> <li>To know the difference between a musical question and an answer.</li> </ul> <ol style="list-style-type: none"> <li>1. Find the pulse</li> <li>2. Copy back and clap rhythms</li> <li>3. Pitch copy back using 2 notes</li> <li>4. Pitch copy back and vocal warm ups.</li> </ol>	<ul style="list-style-type: none"> <li>-To know how pulse, rhythm and pitch work together</li> <li>-To find the pulse – the heartbeat of the music</li> <li>–To learn the rhythm: the long and short patterns over the pulse</li> <li>-To Know the difference between pulse and rhythm</li> <li>To judge the pitch: High and low sounds that create melodies</li> <li>To know how to keep the internal pulse <u>Musical Leadership</u>: creating musical ideas for the group to copy or respond to</li> <li>1. Find the pulse</li> <li>2. Rhythm copy back</li> <li>3. copy back using notes</li> </ul>	<ul style="list-style-type: none"> <li>-To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work</li> <li>-To know how to keep the internal pulse</li> <li>-<u>Musical Leadership</u>: creating musical ideas for the group to copy or respond to.</li> <li>To use a range of challenges to : <u>Bronze Challenge</u></li> <li>-Find the pulse</li> <li>- Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>-Copy back one-note riffs using simple and syncopated rhythm patterns <u>Silver Challenge</u> -</li> <li>Find the pulse --</li> </ul>	<ul style="list-style-type: none"> <li>-To know how pulse, rhythm, pitch, tempo, dynamics, texture and -structure work together.</li> <li>-To know to keep the internal pulse -</li> <li>-Musical Leadership: creating musical ideas for the group to copy or respond to.</li> <li>To use a range of challenges to <u>Bronze Challenge</u></li> <li>-Find the pulse</li> <li>-Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>-Copy back one-note riffs using simple and syncopated rhythm patterns <u>Silver Challenge</u></li> <li>-Find the pulse</li> </ul>

					4. Pitch copy back and vocal warm ups.	<p>Lead the class by inventing rhythms for others to copy back</p> <ul style="list-style-type: none"> <li>-Copy back two-note riffs by ear and with notation</li> <li>-Question and answer using two different notes</li> <li><u>Gold Challenge</u></li> <li>-Find the pulse</li> <li>-Lead the class by inventing rhythms for them to copy back</li> <li>-Copy back three-note riffs by ear and with notation</li> <li>-Question and answer using three different notes</li> </ul>	<p>-Lead the class by inventing rhythms for others to copy back</p> <ul style="list-style-type: none"> <li>-Copy back two-note riffs by ear and with notation</li> <li>-Question and answer using two different notes</li> <li><u>Gold Challenge</u></li> <li>-Find the pulse</li> <li>-Lead the class by inventing rhythms for them to copy back</li> <li>-Copy back three-note riffs by ear and with notation</li> </ul>
Singing		<p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>To learn about voices, singing notes of different pitches (high and low).</p> <p>To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>To learn to start and stop singing when following a leader.</p>	<p>-To confidently know and sing five songs from memory.</p> <p>-To know that unison is everyone singing at the same time.</p> <p>-To know songs include other ways of using the voice e.g. rapping (spoken word). -</p> <p>To know why we need to warm up our voices.</p> <p>To learn about voices singing notes of different</p>	<p>-To know singing in a group can be called a choir</p> <p>-To follow a leader or conductor</p> <p>-To know songs can make you feel different things e.g. happy, energetic or sad</p> <p>-To Sing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>-To know why you must warm up your voice.</p>	<p>-To know singing in a group can be called a choir</p> <p>-To know a leader or conductor is a person who the choir or group follow</p> <p>-To know Songs can make you feel different things</p> <p>- To know singing as part of an ensemble or large group is fun, but that you must listen to each other.</p> <p>To be aware of texture: How a solo singer makes</p>	<p>-To know and confidently sing five songs and their parts from memory,</p> <p>-To choose a song and be able to talk about: Its main features, singing in unison, the solo, lead vocal, backing vocals or rapping, to know what the song is about and the meaning of the lyrics</p> <p>- To know and explain the importance of warming up your voice.</p>	<p>-To know and confidently sing five songs and their parts from memory.</p> <p>-To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>-To choose a song and be able to talk about: Its main features, singing in unison, the solo, lead vocal, backing vocals or rapping, what the song is about and the meaning of the</p>

			<p>pitches (high and low).          To learn that they can make different types of sounds with their voices – you can rap          To learn to find a comfortable singing position.          To learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts.          To demonstrate a good singing posture.          To follow a leader when singing.          To enjoy exploring singing solo.          To sing with awareness of being 'in tune'.          To have an awareness of the pulse internally when singing.</p>	<p>a thinner texture than a large group.          -To know why you must warm up your voice.          To sing in unison and in simple two-parts.          To demonstrate a good singing posture.          To follow a leader when singing.          To enjoy exploring singing solo.          To sing with awareness of being 'in tune'. To rejoin the song if lost.          To listen to the group when singing.</p>	<p>To sing in unison and to sing backing vocals.          To enjoy exploring singing solo. To listen to the group when singing.          To demonstrate a good singing posture.          To follow a leader when singing.          To experience rapping and solo singing.          To listen to each other and be aware of how you fit into the group.          To sing with awareness of being 'in tune'.</p>	<p>lyrics and to explain the importance of warming up your voice          To sing in unison and to sing backing vocals.          To demonstrate a good singing posture.          To follow a leader when singing.          To experience rapping and solo singing.          To listen to each other and be aware of how you fit into the group.          To sing with awareness of being 'in tune'.</p>
Playing		<p>-To learn the names of the notes in their instrumental part from memory or when written down.          -To learn the names of the instruments they are playing.           To treat instruments carefully and with respect.          To play a tuned instrumental part with the song they perform.</p>	<p>-To learn the names of the notes in their instrumental part from memory or when written down.          -To know the names of untuned percussion instruments played in class.           To treat instruments carefully and with respect.          To learn to play a tuned instrumental part</p>	<p>-To know and talk about the instrument used in class.           To treat instruments carefully and with respect.          To play a medium part or the melody of the song from memory or using notation.          To rehearse and perform their part within the context of the Unit song.          To listen to and follow musical</p>	<p>-To talk about the instruments used in class          -To talk about other instruments they might play or be played in a band or orchestra or by their friends          To treat instruments carefully and with respect.          To play any one, or all four, differentiated parts on a tuned instrument.          To rehearse and perform their part.</p>	<p>-To know the different ways of writing music down          -To know the notes C, D, E, F, G, A, B + C on the treble stave          To know the instruments they might play or be played in a band or orchestra or by their friends.          To play a musical instrument with the correct technique.          To select and learn an</p>	<p>-To know the different ways of writing music down – e.g. staff notation, symbols          -To know the notes C, D, E, F, G, A, B + C on the treble stave          -To identify the instruments they might play or be played in a band or orchestra or by their friends          To play a musical instrument with the correct technique.</p>

		To learn to play an instrumental part that matches their musical challenge To listen to and follow musical instructions from a leader	To play the part in time with the steady pulse. To listen to and follow musical instructions from a leader.	instructions from a leader	To listen to and follow musical instructions from a leader. -To experience leading the playing by making sure everyone plays in the playing section of the song	instrumental part from memory or using notation. To rehearse and perform their part. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	To select and learn an instrumental part using one of the differentiated parts or from memory or using notation. To rehearse and perform their part To listen to and follow musical instructions from a leader. To lead a rehearsal session.
Improvisation		-To know improvisation is about making up your own tunes on the spot. -To know when someone improvises, they make up their own tune that has never been heard before. -To know everyone can improvise!  1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play	-To know improvisation is making up your own tunes on the spot. - To know when someone improvises, they make up their own tune that has never been heard before. To know everyone can improvise, and you can use one or two notes.  1. Clap and improvise (listen and clap our own answer) 2. Sing, play and improvise- use voices and play your own answer 3. Improvise- take it in turns using 1 or 2 notes.	-To know Improvisation is making up your own tunes on the spot -To know when someone improvises, they make up their own tune that has never been heard before. -To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake.  Bronze challenge listen and sing back, improvise	-To know improvisation is making up your own tunes on the spot -To know when someone improvises, they make up their own tune that has never been heard before. -To know that using one or two notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake -To know that you can use some of the riffs you have heard. <u>Bronze challenge</u>	-To know improvisation is making up your own tunes on the spot -To know when someone improvises, they make up their own tune that has never been heard before. -To know that using one or two notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake –To know that you can use prior knowledge -To know three well-known	-To know improvisation is making up your own tunes on the spot To know When someone improvises, they make up their own tune that has never been heard before. -To know that using one, two or three notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake -To know that you can use some of your prior learning --To know three

		<p>your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</p>		<p>using 1 note, taking in turns.</p> <p><u>Silver challenge</u> Listen and play back using 2 notes. Listen and play back using 2 notes. Ake it in turns using 2 notes.</p> <p><u>Gold challenge</u> Listen and copy bck using 2 different notes. Create own answer using 3 notes. Improvise using 3 notes.</p>	<p>-Copy back melodic patterns -play and improvise using one note -Improvise using 1 note</p> <p><u>Silver challenge</u> -Copy back using 2 notes -Play and improvise with instruments using 2 notes -Improvise using one or two</p> <p><u>Gold challenge</u> -copy back using 2 different notes - Play and improvise with own answer using 2 different notes -Improvise and take it in turns using 3 different notes.</p>	<p>improvising musicians 1.Play and copy back using 1, 2 or 3 notes 2.play and improvise using 1, 2 or 3 notes in your answer 3.Improvisation using 1, 2 or 3 notes.</p>	<p>well-known improvising musicians 1.Play and copy back using 1, 2 or 3 notes 2.play and improvise using 1, 2 or 3 notes in your answer 3.Improvisation using 1, 2 or 3 notes. Classroom Jazz- improvise with a feeling for the style.</p>
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Composition		<p>-To know composing is like writing a story with music. -To know everyone can compose.</p> <p>To help create a simple melody using one, two or three notes. To learn how the notes of the composition can be written down and changed if necessary.</p>	<p>-To know composing is like writing a story with music. -To know everyone can compose.</p> <p>To help create three simple melodies using one, three or five different notes. To learn how the notes of the composition can be written down and changed if necessary</p>	<p>- To know a composition is music that is created by you and kept in some way. - To know different ways of recording compositions.</p> <p>To help create at least one simple melody using one, three or five different notes. To plan and create a section of music that can be performed To talk about how it was created. To listen to and reflect upon the developing composition To record the composition in any way appropriate that recognises the connection between sound and symbol.</p>	<p>-To know composition music that is created by you and kept in some way. -To know different ways of recording compositions.</p> <p>To help create at least one simple melody using one, three or all five different notes. To plan and create a section of music that can be performed To talk about how it was created. To listen to and reflect upon the developing composition. To record the composition in any way appropriate that recognises the connection between sound and symbol.</p>	<p>-To know that composition is music that is created by you and kept in some way. -To know a composition has pulse, rhythm and pitch that work together -To recognise the connection between sound and symbol To create simple melodies using up to five different notes and simple rhythms To explain the keynote or home note and the structure of the melody. To listen to and reflect upon the developing composition To record the composition in any way appropriate.</p>	<p>-To know that a composition is music created by you and kept in some way. -To know a composition has pulse, rhythm and pitch that work together. -To know that notation recognises the connection between sound and symbol. To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. To explain the keynote or home note and the structure of the melody. To listen to and reflect upon the developing composition. To record the composition in any way appropriate</p>
Performance		<p>To know a performance is sharing music with other people, called an audience</p>	<p>-To know a performance is sharing music with an audience. -To know a performance can be a special</p>	<p>-To know performing is sharing music with other people, an audience -To know a performance</p>	<p>-To know performing is sharing music with other people, an audience - To know a performance</p>	<p>-To know performing is sharing music with other people, an audience To know a performance</p>	<p>-To know performing is sharing music with an audience with belief -To know a performance</p>

		<p>To choose a song they have learnt from the Scheme and perform it.          To know they can add their ideas to the performance.          To record the performance and say how they were feeling about it.</p>	<p>occasion and involve a class, a year group or a whole school. –To know n audience can include your parents and friends.</p> <p>To choose a song they have learnt from the Scheme and perform it.          To add their ideas to the performance. To record the performance and say how they were feeling about it.</p>	<p>doesn't have to be a drama! It can be to one person or to each other          -To know and have planned everything that will be performed          -To know you must sing or rap the words clearly and play with confidence          -To know a performance can be a special occasion          - To know occasion.          -To know music involves communicating feelings, thoughts and ideas about the song/music.</p> <p>To choose what to perform and create a programme.          To communicate the meaning of the words and clearly articulate them.          To talk about the best place to be when performing and how to stand or sit.          To record the performance and say how they were feeling, what they</p>	<p>doesn't have to be a drama!          - To know and have planned everything that will be performed          - To know you must sing or rap the words clearly and play with confidence          -To know a performance can be a special occasion and involve an audience          -To know it is planned and different for each occasion To know performance involves communicating feelings, thoughts and ideas about the song/music.</p> <p>To choose what to perform and create a programme.          To present a musical performance designed to capture the audience.          To communicate the meaning of the words and clearly articulate them.</p>	<p>doesn't have to be a drama! It can be to one person or to each other          -To know everything that will be performed must be planned and learned          -To know you must sing or rap the words clearly and play with confidence          -To know a performance can be a special occasion          -To know it is planned and different for each occasion          -To know a performance involves communicating ideas          To choose what to perform and create a programme.          To communicate the meaning of the words          To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk</p>	<p>doesn't have to be a drama! It can be to one person or to each other          -To know that everything that will be performed must be planned and learned          -To know you must sing or rap the words clearly and play with confidence          -To know a performance can be a special occasion          -To know it is planned and different for each occasion          -To know a performance involves communicating ideas, thoughts and feelings about the song/music.          To choose what to perform and create a programme.          To communicate the meaning of the words and clearly articulate them.          To talk about the venue and how to use it to best effect.          To record the performance and</p>
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				were pleased with what they would change and why.	To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	musically about it – “What went well?” and “It would have been even better if...?”.	compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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