



Music Curriculum

Gawthorpe Community Academy Music

Pupils should have access to a high quality music education it should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence and creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a wide variety of music.

Pupils will be taught over a series of lessons which include:

- Listening and Appraising
- Composing and improvising
- Performing

Music Intent Statement Early Years	Implementation	Impact	Research
<p>SDP High priorities: Developing subject specific vocabulary.</p>	<p>Consistent use of Musical vocabulary.</p>	<p>Revisiting common vocabulary will allow the children to "Know more and remember more".</p>	
<p>Curriculum Early Years Outcomes are planned and delivered using Chris Quigley Early Years Key Objectives. (Please see document below for skills progression and vertical links. The Charanga music scheme is used across school to support the delivery of music lessons. Supported by Focus Learning Challenge Sarah Quinn. Child centred approach to teaching and learning is a cyclical process and includes:</p> <ul style="list-style-type: none"> • Observations, • Analysis of observations • Using target tracker for gap analysis of child development and curriculum coverage. To determine next steps. • Planning experiences and opportunities to support observations and next steps. • This includes what the child's interest are. • The environment is set up to connect with child's interests and their learning. <p>Fundamentals Musical knowledge and skills are taught progressively and revisited prior to new learning to develop understanding.</p> <p>Basic Skills Horizontal links between subjects are explicit during the teaching of music to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p>Staff Knowledge Music lessons are taught by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in Music. Pupils are also taught by a music specialist one year in school. Clubs are taught by qualified teachers.</p>	<ul style="list-style-type: none"> • To deliver a balance of child initiated experimentation opportunities and focus teaching through concrete, meaningful experiences • To work in the provision areas with the children observing, scaffolding, modelling, guiding, inspiring and providing resources to meet the needs of children at that moment in time. • To provide a constant set of resources for children to practice and consolidate skills and development in positive terms • To provide appropriate resources to enhance the environment relevant to learning • To talk about learning in positive terms fostering the characteristics of effective learning. Making links between learning and revisiting objectives in different contexts. • Praising children's efforts and values in positive terms enabling the children to talk about their own learning and reflect on what they have achieved. • Use display to promote and reinforce learning • To build a repertoire of rhymes and songs • Provide a range of percussion instruments to explore sound and make music • To provide opportunities to develop a steady beat through listening to different rhythms and accompanying songs <p>Performing Each lesson in music will include some aspect of performing. Each term pupils take part in a class performance for an audience, developing their confidence to perform.</p> <p>Assessment There is continuous formative assessment during lessons.</p>	<p>Children have the knowledge and skills to work like a musician.</p> <p>Children make sustained progress in music.</p> <p>Children have confidence to experiment with sound and a range of instruments and perform in front of others.</p>	<p>Ofsted Curriculum research "Knowledge rich" curriculum and "Vocabulary is knowledge."</p> <p>"Closing the Vocabulary Gap" A Quigley. Focus Learning Challenge update</p>

Music Intent Statement KS1 and KS2	Implementation	Impact	Research
<p>SDP High priorities: Developing subject specific vocabulary.</p>	<p>Consistent use of Musical vocabulary.</p>	<p>Revisiting common vocabulary will allow the children to “Know more and remember more”.</p>	
<p>Curriculum National Curriculum statutory requirements are planned and delivered using the Focus Learning Challenge Curriculum. (Please see document below for skills progression and vertical links.) The Charanga music scheme is used across school to support the delivery of music lessons.</p> <p>Fundamentals Musical knowledge and skills are taught progressively and revisited prior to new learning to develop understanding. Experiences and enhancement opportunities are planned to develop interest and understanding.</p> <p>Basic Skills Horizontal links between subjects are explicit during the teaching of music to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p>Staff Knowledge Music lessons are taught by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in Music. Pupils are also taught by a music specialist one year in school. Clubs are taught by qualified teachers.</p>	<p>In lessons you will see:</p> <ul style="list-style-type: none"> • Children listening to and appraising music and taking part in musical activities using improvising and composition. • They should use a wide vocabulary of everyday musical terms. • Children listening to a wide variety of musical genre from different periods and cultures. • Learning about the work of different composers. • Learning how about notation and time. • Learning how to play a variety of different instruments. • Children experimenting with their own compositions. • Appraising and evaluating using subject specific vocabulary. <p>Performing Each lesson in music will include some aspect of performing. Each term pupils take part in a class performance for an audience, developing their confidence to perform.</p> <p>Assessment There is continuous formative assessment during lessons.</p>	<p>Children have the knowledge and skills to work like a musician.</p> <p>Children make sustained progress in music.</p> <p>Children have confidence to compose their own music and perform in front of others.</p> <p>Children are able to appreciate a range of music.</p>	<p>Ofsted Curriculum research “Knowledge rich” curriculum and “Vocabulary is knowledge.”</p> <p>“Closing the Vocabulary Gap” A Quigley.</p> <p>Focus Learning Challenge update</p>



Progression in Music

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Can they use their voice to speak/ sing/ chant? 	<ul style="list-style-type: none"> Can they use their voice to speak/sing/chant? Do they join in with singing? Can they use instruments to perform? Do they look at their audience when they are performing? Can they clap short rhythmic patterns? Can they copy sounds? 	<ul style="list-style-type: none"> Do they sing and follow the melody (tune)? Do they sing accurately at a given pitch? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? 	<ul style="list-style-type: none"> Do they sing in tune with expression? Do they control their voice when singing? Can they play clear notes on instruments? 	<ul style="list-style-type: none"> Can they perform a simple part rhythmically? Can they sing songs from memory with accurate pitch? Can they improvise using repeated patterns? 	<ul style="list-style-type: none"> Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? 	<ul style="list-style-type: none"> Can they sing a harmony part confidently and accurately? Can they perform parts from memory? Can they perform using notations? Can they take the lead in a performance? Can they take on a solo part? Can they provide rhythmic support?

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Can they explore the different sounds of instruments? 	<ul style="list-style-type: none"> Can they make different sounds with their voice? Can they make different sounds with instruments? Can they identify changes in sounds? Can they change the sound? Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds? Can they show sounds by using pictures? 	<ul style="list-style-type: none"> Can they order sounds to create a beginning, middle and end? Can they create music in response to different starting points? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? 	<ul style="list-style-type: none"> Can they use different elements in their composition? Can they create repeated patterns with different instruments? Can they compose melodies and songs? Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling? 	<ul style="list-style-type: none"> Can they use notations to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance? 	<ul style="list-style-type: none"> Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Can they use their notations to record groups of pitches (chords)? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate tempo for a piece of music? 	<ul style="list-style-type: none"> Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) Do they recognise that different forms of notation serve different purposes? Can they use different forms of notation? Can they combine groups of beats?

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can they begin to say whether they like a piece of music or not? 	<ul style="list-style-type: none"> • Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing? 	<ul style="list-style-type: none"> • Can they improve their own work? • Can they listen out for particular things when listening to music? 	<ul style="list-style-type: none"> • Can they improve their work; explaining how it has improved? • Can they use musical words (the elements of music) to describe a piece of music and compositions? • Can they use musical words to describe what they like and dislike? • Can they recognise the work of at least one famous composer? 	<ul style="list-style-type: none"> • Can they explain the place of silence and say what effect it has? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? 	<ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences? 	<ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time?

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
instrument sound song rhythm loud quiet music movement dance patterns frog tadpole	notation pitch - high low soft tempo - fast slow long short dynamics compose pulse beat perform pitch unison	melody breathing percussion pattern volume butterfly caterpillar timbre	tempo melody high low forte piano ostinato notation / notes - crotchet minim quaver musical effect	phrase staccato legato accompaniment allegro adagio introduction verse bridge chorus	mood texture structure crescendo diminuendo semi quaver semi breve interrelated dimensions improvising	allegretto andante largo fortissimo mezzo forte mezzo piano pianissimo culture tradition
boom whacker bells percussion	triangle cymbal record CD cassette chime bar	wider range of percussion instruments	recorder ukulele Glockenspiel	Samba instruments		



Music in the Early Years

Early Years Key Objectives

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p>Making Relationships Play cooperatively Form positive relationships</p> <p>Self Confidence and self-awareness Try new activities with confidence Speak to others Ask for help</p> <p>Managing feelings and behaviour Talk about feelings Talk about behaviour Describe behaviour that is wrong Work as part of a group or class Adjusts behaviour</p>	<p>Listening and attention Listen attentively Listen to stories Anticipate key events Make relevant responses – appropriate response Give attention to others</p> <p>Understanding Follow instructions Answer ‘how’ and ‘why’ questions about events</p> <p>Speaking Can express ideas to an audience (express appropriately) Describe events in the past, present and future Develop narratives and explanations Connecting ideas and events</p>	<p>Moving and handling Show good coordination (large and small scale) Move confidently Negotiate space Handle equipment and tools</p> <p>Health and self-care Understand the importance of exercise and diet for good health Basic hygiene</p>	<p>Reading Read and understand simple sentences Use phonic knowledge to decode regular words Read some common irregular words Demonstrate to others an understanding of reading</p> <p>Writing Use phonic knowledge to write words Write some irregular common words Write simple sentences Spell some words correctly Spell some words in a phonetically plausible way</p>	<p>Numbers Count reliably with numbers from 1 to 20 Place numbers from 1 to 20 in order Represent numbers Add and subtract Solve problems</p> <p>Shape, space and measure Use measurements Recognise, create and describe patterns Describe objects and shapes</p>	<p>People and communities Talk about past and present events Show sensitivity to the likes and dislikes of others Know the similarities and differences between themselves and others</p> <p>The world Learn in familiar places Similarities and difference in places Observe and describe environments Own environment animals and plants</p> <p>Technology Recognise the uses of technology Select technology for a purpose</p>	<p>Exploring and using media and materials Make music and dance Experiment with colour etc.</p> <p>Being imaginative Use media and materials imaginatively and use what they have learnt Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories Represent own ideas.</p>

Exploring and using media materials

	22–36 months	30–50 months	40–60+ months
Sing songs	<ul style="list-style-type: none">• Join in with singing favourite songs.	<ul style="list-style-type: none">• Sing a few familiar songs.	<ul style="list-style-type: none">• Begin to build a repertoire of songs and dances.
Make music	<ul style="list-style-type: none">• Create sounds by banging, shaking, tapping or blowing.• Show an interest in the way musical instruments sound.	<ul style="list-style-type: none">• Tap out simple repeated rhythms.• Explore and learn how sounds can be changed.	<ul style="list-style-type: none">• Explore the different sounds of instruments.
Dance	<ul style="list-style-type: none">• Move whilst joining in with songs.	<ul style="list-style-type: none">• Enjoy joining in with dancing and ring games.• Begin to move rhythmically.• Imitate movement in response to music.	<ul style="list-style-type: none">• Experiment with ways to change dances.

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Music Overview

Gawthorpe Community Academy Music Curriculum Overview

	Autumn 1	Spring	Summer
Early Years	Performance – Christmas Production	Performance – Last Choir Standing	Performance- Summer Fair
	Appraisal and Composition – Me - Our World <i>Composer: Mozart</i>	Appraisal and Composition – My Stories - Big Bear Funk	Appraisal and Composition – Everyone - Reflect, Rewind and Replay
Year 1	Performance – Christmas Production	Performance – Last Choir Standing Competition	Performance – Summer Fair Performance
	Appraisal and Composition - Hey You! <i>Composer: Vivaldi</i>	Appraisal and Composition - In the Groove	Appraisal and Composition – Your Imagination
Year 2	Performance – Christmas Production	Performance – Last Choir Standing Competition	Performance – Summer Fair Performance
	Appraisal and Composition - Hands, Feet, Heart <i>Composer: Purcell</i>	Appraisal and Composition – I wanna play in a band	Appraisal and Composition – Friendship song
Year 3	Performance – Christmas Production	Performance – Last Choir Standing Competition	Performance – Summer Fair Performance
	Appraisal and Composition – Glockenspiel 1 <i>Composer: Smith</i>	Appraisal and Composition – Three Little Birds	Appraisal and Composition – Bringing Us Together
Year 4	Performance – Christmas Production	Performance – Last Choir Standing Competition	Performance – Summer Fair Performance
	Samba <i>Composer: Prokofiev</i>	Samba	Samba
Year 5	Performance – Christmas Production	Performance – Last Choir Standing Competition	Performance – Summer Fair Performance
	Appraisal and Composition – Livin’ on a prayer <i>Composer: Holst</i>	Appraisal and Composition – Classroom Jazz 1	Appraisal and Composition – Dancing in the street
Year 6	Performance – Christmas Production	Performance – Last Choir Standing Competition	Performance – Summer Fair Performance
	Appraisal and Composition – Happy <i>Composer: Handel</i>	Appraisal and Composition – Classroom Jazz 2	Leavers Assembly Appraisal and Composition – You’ve got a friend

Focus Learning Challenge

MUSIC

National Curriculum Requirements of Music at Key Stage 1

In music pupils should be taught to:

- use their voices expressively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Knowledge, Skills and Understanding breakdown for Music

Year 1

Performing

- Can they use their voice to speak/sing/chant?
- Do they join in with singing?
- Can they use instruments to perform?
- Do they look at their audience when they are performing?
- Can they clap short rhythmic patterns?
- Can they copy sounds?

Composing (*incl notation*)

- Can they make different sounds with their voice?
- Can they make different sounds with instruments?
- Can they identify changes in sounds?
- Can they change the sound?
- Can they repeat (short rhythmic and melodic) patterns?
- Can they make a sequence of sounds?
- Can they show sounds by using pictures?

Appraising

- Can they respond to different moods in music?
- Can they say how a piece of music makes them feel?
- Can they say whether they like or dislike a piece of music?
- Can they choose sounds to represent different things?
- Can they recognise repeated patterns?
- Can they follow instructions about when to play or sing?

Year 1 (Challenging)

- Can they make loud and quiet sounds?
- Do they know that the chorus keeps being repeated?

- Can they tell the difference between long and short sounds?
- Can they tell the difference between high and low sounds?
- Can they give a reason for choosing an instrument?

- Can they tell the difference between a fast and slow tempo?
- Can they tell the difference between loud and quiet sounds?
- Can they identify two types of sound happening at the same time?

Knowledge, Skills and Understanding breakdown for Music

Year 2

Performing

- Do they sing and follow the melody (tune)?
- Do they sing accurately at a given pitch?
- Can they perform simple patterns and accompaniments keeping a steady pulse?
- Can they perform with others?
- Can they play simple rhythmic patterns on an instrument?
- Can they sing/clap a pulse increasing or decreasing in tempo?

Composing (*incl notation*)

- Can they order sounds to create a beginning, middle and end?
- Can they create music in response to <different starting points>?
- Can they choose sounds which create an effect?
- Can they use symbols to represent sounds?
- Can they make connections between notations and musical sounds?

Appraising

- Can they improve their own work?
- Can they listen out for particular things when listening to music?

Year 2 (Challenging)

- Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?

- Can they use simple structures in a piece of music?
- Do they know that phrases are where we breathe in a song?

- Do they recognise sounds that move by steps and by leaps?

National Curriculum Requirements of Music at Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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
- improvise and compose music using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Knowledge, Skills and Understanding breakdown for Music

Year 3

Performing

- Do they sing in tune with expression?
- Do they control their voice when singing?
- Can they play clear notes on instruments?

Composing (*incl notation*)

- Can they use different elements in their composition?
- Can they create repeated patterns with different instruments?
- Can they compose melodies and songs?
- Can they create accompaniments for tunes?
- Can they combine different sounds to create a specific mood or feeling?

Appraising

- Can they improve their work; explaining how it has improved?
- Can they use musical words (the elements of music) to describe a piece of music and compositions?
- Can they use musical words to describe what they like and dislike?
- Can they recognise the work of at least one famous composer?

Year 3 (Challenging)

- Can they work with a partner to create a piece of music using more than one instrument?

- Do they understand metre in 2 and 3 beats; then 4 and 5 beats?
- Do they understand how the use of tempo can provide contrast within a piece of music?

- Can they tell whether a change is gradual or sudden?
- Can they identify repetition, contrasts and variations?

Knowledge, Skills and Understanding breakdown for Music

Year 4

Performing

- Can they perform a simple part rhythmically?
- Can they sing songs from memory with accurate pitch?
- Can they improvise using repeated patterns?

Composing (*incl notation*)

- Can they use notations to record and interpret sequences of pitches?
- Can they use standard notation?
- Can they use notations to record compositions in a small group or on their own?
- Can they use their notation in a performance?

Appraising

- Can they explain the place of silence and say what effect it has?
- Can they start to identify the character of a piece of music?
- Can they describe and identify the different purposes of music?
- Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?

Year 4 (Challenging)

- Can they use selected pitches simultaneously to produce simple harmony?

- Can they explore and use sets of pitches, e.g. 4 or 5 note scales?
- Can they show how they can use dynamics to provide contrast?

- Can they identify how a change in timbre can change the effect of a piece of music?

Knowledge, Skills and Understanding breakdown for Music

Year 5

Performing

- Do they breathe in the correct place when singing?
- Can they sing and use their understanding of meaning to add expression?
- Can they maintain their part whilst others are performing their part?
- Can they perform 'by ear' and from simple notations?
- Can they improvise within a group using melodic and rhythmic phrases?
- Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?

Composing (*incl notation*)

- Can they change sounds or organise them differently to change the effect?
- Can they compose music which meets specific criteria?
- Can they use their notations to record groups of pitches (chords)?
- Can they use a music diary to record aspects of the composition process?
- Can they choose the most appropriate tempo for a piece of music?

Appraising

- Can they describe, compare and evaluate music using musical vocabulary?
- Can they explain why they think their music is successful or unsuccessful?
- Can they suggest improvements to their own or others' work?
- Can they choose the most appropriate tempo for a piece of music?
- Can they contrast the work of famous composers and show preferences?

Year 5 (Challenging)

- Can they use pitches simultaneously to produce harmony by building up simple chords?
- Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?

- Do they understand the relation between pulse and syncopated patterns?
- Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?

- Can they explain how tempo changes the character of music?
- Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

Knowledge, Skills and Understanding breakdown for Music

Year 6

Performing

- Can they sing a harmony part confidently and accurately?
- Can they perform parts from memory?
- Can they perform using notations?
- Can they take the lead in a performance?
- Can they take on a solo part?
- Can they provide rhythmic support?

Composing (*incl notation*)

- Can they use a variety of different musical devices in their composition? (*incl melody, rhythms and chords*)
- Do they recognise that different forms of notation serve different purposes?
- Can they use different forms of notation?
- Can they combine groups of beats?

Appraising

- Can they refine and improve their work?
- Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?
- Can they analyse features within different pieces of music?
- Can they compare and contrast the impact that different composers from different times will have had on the people of the time?

Year 6 (Challenging)

- Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?

- Can they show how a small change of tempo can make a piece of music more effective?
- Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?

- Can they appraise the introductions, interludes and endings for songs and compositions they have created?