



Aylburton and English Bicknor C of E Primary Schools Music Curriculum



Christian Vision and Values

'Through God's love we learn and flourish together' Corinthians 16:14

Thankfulness Perseverance Compassion Trust Courage Respect

Curriculum Drivers in Music

World Aware – Children will be given the opportunity to study Music from a range of cultures and historical eras. They will find out about where different genres originated from, and learn about links between these.

Belonging – Through studying Music from a range of cultures and historical eras, we hope to teach our children about inclusivity, diversity and equality. We will encourage our children to participate in local community-based music events, when these present themselves. We will encourage children to participate in group based musical activities (for example, school choir, Samba band etc.) Whole school singing is a daily and celebrated part of school life at Aylburton and English Bicknor.

Well-being – For many people, Music becomes a therapeutic and relaxing activity that aids mental health, we will aim to develop a lifelong enjoyment of Music in this way. We will encourage children to build music into their lives outside school.

Spirituality – Through elements of composition, children will be encouraged to explore ways to express ideas connected to the world around them. We will explore how different moods can be created through singing and playing different kinds of music.

Possibilities – Through our whole class teaching, children have the opportunity to learn the basics in playing a range of instruments, which leads to many children continuing to learn an instrument to a higher level. Through this opportunity, some children will go on to join the Lydney Training brass band. Children will be exposed to a range of musical experiences during their time in school, including musicians visiting the school, visits to young people's concerts and participation in events such as the Young Voices Concerts

What we teach and why: Intent

Design, content and sequencing – The Music progression map and long-term subject curriculum plan detail the skill and knowledge content taught across our schools. The Music Curriculum is sequenced through a gradual build -up of specific skill sets relating to the strand of music being taught. There are 5 key strands: To perform, To compose/improvise, To Transcribe, To describe music and To listen and appraise. This provides an even spread of creative and practical experience for the children across the year.

The music planning is closely linked to the school's drivers (world aware, possibilities, well-being, spirituality and belonging) which always inform teacher's planning from the very beginning of each unit. The planning builds very much on what was taught on the previous year and the planning details how to connect retrieval from prior learning in order to create



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meaningful and deeper links for children's understanding. Opportunities for reflection and evaluation are built into every unit and are an important part of the music curriculum alongside the skills aspect of learning.

The music curriculum has been designed in this way because it is fundamentally important that children are taught progressive and sequential skills which are built on whilst forming a solid understanding of the role that music plays in society, history, religion and culture. Reflection and evaluation of children's own work and the work of others is vital and enables children to see their place in the wider world. The use of a music terms word bank or glossary in every unit taught is particularly salient in helping to cement children's knowledge and understanding of key vocabulary. This understanding enables children to articulate their understanding more clearly and coherently.

Children are excited to share their developing understanding of the role of music in local and the wider community and enjoy talking about it.

How it's taught: Implementation

Strategies are used routinely by teachers to enable the children to embed their learning into their long-term memory. These strategies are based on a range of techniques connected to retrieval practice including the use in lessons of knowledge organisers, low stakes quizzing, interleaving and annotated visual representations of information.

We use active learning techniques which teachers employ in the classroom to complement learning and give all children the opportunity to become actively engaged and to articulate their understanding.

We aim to keep the learning pace of all children at the highest level and ensure there is no 'glass ceiling' for any learner. In the music curriculum, words have been chosen that are subject specific and appropriate to the age of the children being taught.

Each lesson starts with a retrieval exercise relating to prior learning or a warm up activity relating to a specific skill that is being taught in the lesson. A 'what do you see' activity gives children the opportunity to evaluate an artwork without prejudice about the title of the work or any knowledge about the artist or what it is made from.

What we see as a result: Impact

Progress and outcomes: Progress in learning and skills are laid out in our Progression and Vocabulary documents. Co-ordinator observations monitor outcomes and regular reflection on our planning and children's work help to ensure continuity of progression throughout the school.

Responses to work and reflections in folders: Pupils regularly engage well with key questions and can reflect on their learning at the end of each lesson with the learning outcome in mind. They learn to be confident in their responses and not afraid to pose more questions as a result of their learning.



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Child perception and opinion: Many of our pupils attest to enjoying this subject and the knowledge and skills based and open-ended nature of the lessons. Their pre-knowledge and retrieval for each topic is celebrated as is their new learning. They are able to use media to record and video their musical achievements to share with others at a later date.

Monitoring and Evaluation: Drop-in observations, book looks and interviews with children.

By the end of year 6 children at Aylburton and English Bicknor C of E Primary Schools should demonstrate the following essential characteristics of musicians:

- *The ability to listen with concentration to a variety of music from different styles, traditions and times and identify different style indicators and different instruments and their sounds.*
- *The ability to appropriately and confidently, using the correct musical language, to discuss the dimensions of music and how they relate to the music being listened to.*
- *The ability to sing together with confidence, with increasingly difficult melodies and words, sometimes in two parts.*
- *The ability to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse.*
- *The ability to use various forms of notation to record music.*
- *The ability to improvise and perform in solo and ensemble contexts.*
- *The ability to confidently create their own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.*
- *The ability to demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter(dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo), describe the quality of sounds and how they are made (timbre).*

Year A&B	EYFS	Yr1&2	Yr3&4	Yr5&6
<u>Listening and Evaluating</u>				
<i>Listening and responding to music</i>	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Using artwork or creative play as a way of expressing feelings and responses to music.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. <i>Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music.</i> <i>Beginning to keep movements to the beat of different speeds of music.</i> <i>Confidently moving in time with the beat of the music when modelled.</i> Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.	<i>Explaining their preferences for a piece of music using musical vocabulary.</i>	<i>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</i>
<i>Analysing</i>	Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling.	Identifying some common instruments when listening to music. <i>Relating sounds in music to real-world experiences.</i> <i>Recognising some simple patterns and repetition in rhythm.</i> <i>Recognising simple patterns and repetition in pitch.</i> <i>Talking about the tempo of music using the vocabulary of fast and slow.</i> <i>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</i> <i>Talking about the pitch of music, using the vocabulary of high and low.</i>	<i>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</i> Understanding that music from different parts of the world has different features. <i>Recognising and explaining the changes within a piece of music using musical vocabulary.</i> <i>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</i> Beginning to show an awareness of metre. Recognising the use and development of motifs in music. <i>Identifying gradual dynamic and tempo changes within a piece of music.</i>	<i>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</i> <i>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</i> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). <i>Representing changes in pitch, dynamics and</i>

			Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music.	texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.
<i>Evaluating</i>	Showing preferences for certain music or sounds.	Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.	Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Comparing, discussing and evaluating music using detailed musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
<i>Cultural and historical awareness of music</i>	Listening to music from a wide variety of cultures and historical periods. To recognise and name at least two instruments from Groups A and B.	Appreciating music from a wide variety of cultures and historical periods. To recognise and name the following instruments: up to three instruments from Group A and B. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.	Understanding that music from different times has different features. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
<i>Creating Sound</i>				
<i>Singing repertoire</i>	Singing short, rhythmic rhymes and songs.	Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.		

		Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).		
<i>Singing technique</i>	Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities.	Breathing at appropriate times when singing. Exploring changing their singing voice in different ways. Adapting their singing voice to be loud or soft at the direction of a leader. Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice').		
<i>Instruments</i>	Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. (Group A.)	Breathing at appropriate times when singing. Exploring changing their singing voice in different ways. Adapting their singing voice to be loud or soft at the direction of a leader. Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice').		
<i>Posture</i>	Finding a comfortable static position when playing instruments or singing.	Maintaining a comfortable position when sitting or standing to sing and play instruments.		

Notation

<i>Understanding notation</i>	N/A	Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.		
<i>Representing pitch</i>	Developing an awareness of high and low through pictorial representations of sound.	To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Recognising pitch patterns using dots. Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.
<i>Representing rhythm</i>	Developing an awareness of how simple marks or objects can show single beats and single beat rests.	Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests.	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Using staff notation to record rhythms and melodies. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation.

Improvising and Composing

<i>Stimulus and purpose</i>	Exploring and imitating sounds from their environment and in response to events in stories.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
<i>Improvising</i>	Exploring and imitating sounds.	Improvising simple question and answer phrases, using untuned percussion or voices.	Beginning to improvise musically within a given style using their voice. Beginning to improvise musically within a given style using an instrument.	Improvising coherently and creatively within a given style, incorporating given features.
<i>Creating and selecting sounds</i>	Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom	Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character.	Suggesting and implementing improvements to their own work, using musical vocabulary. Developing melodies using rhythmic variation, transposition, inversion, and looping.	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.

	objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something.	Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.		Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary.
<i>Sequencing</i>	Playing sounds at the relevant point in a storytelling.	Playing and combining sounds under the direction of a leader (the teacher). Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Creating a piece of music with at least four different layers and a clear structure.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
<u>Performing</u>				
<i>Understanding and evaluating performance</i>		Offering positive feedback on others' performances.	Offering constructive feedback on others' performances.	Using musical vocabulary to offer constructive and precise feedback on others' performances.
<i>Awareness of music</i>		Starting to maintain a steady beat throughout short singing performances.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions.
<i>Awareness of self</i>		Keeping head raised when singing. Keeping instruments still until their part in the performance. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance.
<i>Awareness of others</i>		Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately.		