



“Without music, life would be a mistake.” (Nietzsche)

Curriculum Learning Guide

Music

How is music taught at Low Ash?

Curriculum Intent

What do we want to achieve with our music curriculum?

At Low Ash, we recognise the importance of a good quality music curriculum and the benefits that this can have on children's wellbeing and development. We want to ensure we are making music accessible for all children whilst promoting a love of musicianship and performing. Our curriculum intends to build musical progression slowly and steadily year group by year group, whilst giving the children plenty of opportunities to showcase their learning. We want to instil a musical passion and understanding into every pupil, that encompasses each strand of the music curriculum. By offering a high-quality music education, delivered by staff that feel confident in the subject area, we can engage and inspire pupils to develop a love of music and a desire to improve their talent as musicians, which will in turn increase their self-confidence, creativity and sense of achievement.

Implementation

How will this be achieved?

In order for this to be achieved, the curriculum offers a balanced range of weekly activities that encompass every strand of the music curriculum: Listening and Appraising, Composing, Improvising and Performing (including singing). Alongside this, the curriculum has been carefully tailored so that the sequence of progression across the year groups is logical and taken in gradual enough steps to be achievable for all children.

Music is taught weekly across school, with children in Early Years and Key Stage 1 undertaking half hour sessions and children in Key Stage 2 hourly music sessions, delivered by either the class teacher or a music specialist. The curriculum and progression documents, including a detailed breakdown of the key knowledge and skills with suggested weekly learning outcomes and questions, are available to all teachers and regularly used to inform planning. These documents have been developed by the music leader, with input from the Bradford Music Service to ensure the curriculum is being delivered in the most engaging and practical way.

Each year group will begin to develop their understanding of musical instruments through a series of whole class instrumental teaching, beginning with untuned percussion in Key Stage 1, progressing on to tuned percussion, ukuleles, trumpets and keyboards in Key Stage 2. In addition to this, there are also regular opportunities for individual peripatetic music tutoring through the Bradford Music Service, who give yearly assemblies to the children in Key Stage 2 to inspire a desire to learn a particular instrument. For children who prefer to be part of a music ensemble, there are extracurricular clubs available encompassing a range of vocal and instrumental groups, which in previous years have included a school choir, samba band and performing arts group. We aim to give our children opportunities to perform throughout the year to a live audience, and work towards two concerts per academic year- one at Christmas and one in the summer.

Impact

What will outcomes for learners be?

A good musical awareness will help equip the children not only for further education at secondary school and beyond, but also teach them valuable resilience and confidence building skills whilst allowing them to nurture a talent and love for music. Additionally, it will teach pupils the value of commitment and striving for excellence. Building musical knowledge and understanding whilst also giving the children opportunities to take up an instrument, develop their vocal skills and learn to read music allows them the chance to acquire a lifelong skill that is desirable for many. After a Low Ash music education, children will leave in Year 6 as more balanced, confident, creative, well rounded individuals, with transferrable skills that will equip them in many other areas of life.

	Listening and Appraising	Composition	Performance	Improvisation	Singing
Nursery	<p>Demonstrate enjoyment of a wide range of familiar songs (e.g. nursery rhymes). Become used to daily routine songs. Think about all the different ways we can make sound.</p> <p>Can I recognise when music is loud or quiet?</p> <p>Can I recognise when music is fast or slow?</p> <p>Can I use words and actions to communicate this?</p>	<p>Can I tap out repeated rhythms with support from an adult?</p>	<p>What is a musical instrument?</p> <p>What do musical instruments do?</p> <p>What kind of sounds can we make with different instruments?</p> <p>Can I play games to help us interact with music?</p> <p>Can I join in with dancing and ring games independently?</p>	<p>Can I begin to move my body to music?</p> <p>Can I begin to create sound with simple percussion instruments?</p>	<p>Can I sing circle time songs?</p> <p>Can I start to recognise and join in with familiar songs?</p> <p>Can I sing some simple songs from memory and show how the music makes me feel?</p>
Reception	<p>Can I begin to think about how music can express different emotions, e.g. happy and sad music?</p> <p>Can I recognise changes in dynamics and tempo when listening to a piece of music?</p> <p>Can I respond to these with words and actions?</p>	<p>Can I create my own percussion instruments and play them in time to music?</p> <p>Can I listen to and copy short rhythm patterns?</p>	<p>Can I recall music and dancing games, and be able to join in with these independently?</p> <p>Can I move rhythmically to music?</p>	<p>Can I demonstrate an ability to move independently to music?</p> <p>Can I use percussion instruments to create sound?</p> <p>Can I make up simple rhymes and songs using "copycat"?</p>	<p>Can I remember and sing familiar songs with confidence?</p> <p>Can I recognise that there are different musical instruments, and each make different sounds?</p> <p>Can I perform a repertoire of songs to an audience?</p>
Year 1	<p>How do we respond to music?</p> <p>How does it make us feel?</p> <p>Can I march to the pulse of a piece of music?</p> <p>Why do we listen to music?</p> <p>Can I compare and contrast pieces of music?</p> <p>Who was Mozart?</p> <p>What are pitch and tempo and can I demonstrate these within a piece of music?</p> <p>How can music be used to tell a story?</p> <p>What is a scale?</p> <p>Can I listen to and appraise a piece of music using the concepts of music I have learnt this year?</p>	<p>How can we create sounds and play rhythms?</p> <p>Can I compose my own percussion piece?</p>	<p>Can I begin to copy and play some simple rhythms using percussion instruments and shape rhythm cards?</p> <p>Can I rehearse for an upcoming performance? (Nativity).</p> <p>Can I use music to tell my own story?</p> <p>Can I perform pieces of music from memory to an audience?</p>	<p>Can I improvise simple vocal chants?</p> <p>Can I create an improvisation using two notes?</p> <p>Can I create musical sound effects in response to a visual stimuli?</p>	<p>Can I sing a song with my class?</p>

Year 2	<p>Can I name and identify the four instrument families? What is a pulse and can it change within a piece of music? How many notes make up a scale? How can I recognise and show changes in pitch? What is the difference between a pulse and a rhythm? Who was Prokofiev? (Peter and the Wolf). Who was John Williams? How do different pieces of music create different feelings? Why is music an important part of films? Can I listen to and appraise a piece of music using the concepts of music I have learnt this year?</p>	<p>Can I begin to use a graphic score and shape rhythms to notate my ideas?</p>	<p>Can I begin to play a tuned percussion instrument? Can I rehearse for an upcoming performance? (Nativity). Can I use tuned and untuned percussion instruments to play a piece of music? Can I perform a piece of music to an audience using my voice and different instruments?</p>	<p>Can I create an improvisation using three notes? How can we use percussion instruments and the environment to create sound effects?</p>	<p>Can I sing a verse/chorus song from memory?</p>
Year 3	<p>Can I identify instrument families aurally? What is the importance of percussion instruments in keeping music in time? What is a glockenspiel and which family does it belong to? What is STOMP and how does it use percussion for effect? Can I recognise the first, third and fifth note in a scale? Who was Saint Saens and how did he use instruments in his Carnival of the Animals piece? Can I listen to and appraise a piece of music using the concepts of music I have learnt this year?</p>	<p>Can I use African polyrhythms to inspire my own piece of percussion music? Can I show these ideas on a graphic score? Can I plan and create my own animal inspired piece and notate my ideas on a graphic score?</p>	<p>What is a glockenspiel and which instrument family does it belong to? Can I perform a simple piece of music on the glockenspiel? Can I rehearse for an upcoming performance? (Carols by Candlelight). Can I perform and appraise others' performances using the concepts of music?</p>	<p>Can I improvise a section of music using all the notes in the C scale?</p>	<p>Can I sing a song from memory and begin to explain what the lyrics mean? Can I sing a song based on the first, third and fifth notes of a scale? What is a choir? What is harmony and how is it used in singing?</p>

<p>Year 4</p>	<p>Can I listen to and appraise contrasting styles of popular music? Who was Tchaikovsky? Can I begin to recognise changes of rhythm and pitch using staff notation? Why are there two “dos” in a scale? Can I recognise the difference between major and minor chords?</p> <p>Can I listen to and appraise a piece of music using the concepts of music I have learnt this year?</p>	<p>Can I put together my own chord progression using the notes of the C scale?</p>	<p>What is a ukulele and which instrument family does it belong to? Can I learn how to play simple chords on the ukulele to create a piece of music? Can I follow tab notation? Can I perform a piece of music in time to a backing track? Can I perform two different popular songs and describe the musical similarities and differences? Can I rehearse for an upcoming performance? (Carols by Candlelight). Can I perform and appraise others’ performances using the concepts of music?</p>	<p>Can I improvise sections of songs and notate these ideas down?</p>	<p>Can I sing a song from memory with accurate control, pitch and expression? Can I sing and perform a piece of music on the ukulele? Can I sing round and partner songs, and perform these to an audience?</p>
<p>Year 5</p>	<p>Can I compare and contrast popular music from different eras? Which songs link to the Victorian “music hall” period and what makes a performance interesting? Who was Gustav Holst and what were his most famous pieces of music? How did he use musical elements to create contrasts in his “Planets” suite? Can I listen to and appraise a piece of music using the concepts of music I have learnt this year?</p>	<p>Can I create my own “Journey into Space” composition using trumpets and percussion instruments, and begin to notate my ideas on a score? Can I read and recognise all the notes in the treble clef? Can I begin to notate some of my ideas using staff notation? Can I understand the difference between crotchets, minims, quavers and semiquavers?</p>	<p>What is a trumpet and which instrument family does it belong to? Can I perform a piece of music on the trumpet? Can I perform to the rest of the class and listen to/appraise others work? Can I rehearse for an upcoming performance? (Carols by Candlelight). Can I perform and appraise others’ performances using the concepts of music?</p>	<p>Can I improvise over a groove or beat using a known instrument?</p>	<p>Can I listen to a song and explain the context and what the lyrics mean? Can I demonstrate the difference between unison, solo and harmony in singing? Can I sing three-part rounds and partner songs?</p>
<p>Year 6</p>	<p>Who was George Gershwin and what are some of his most well-known pieces? Can I listen to and appraise some of his pieces using the elements of music?</p>	<p>Can I read and recognise the notes of the treble clef? What is music technology?</p>	<p>What is a keyboard and which instrument family does it belong to?</p>	<p>Can I improvise my own 8 or 16 beat piece music around the pentatonic scale (e.g.</p>	<p>Can I learn and perform a song showing lyrical understanding, and a knowledge of solo,</p>

	<p>What is jazz and blues music? What is the pentatonic scale? Can I listen to and appraise a piece of music using the concepts of music I have learnt this year?</p>	<p>Can I create a piece of music focusing on building in layers and texture using Garage Band? Can I experiment with remastering and remixing music using Garage Band?</p>	<p>Can I perform a piece of music on the keyboard using the notes of the C major scale? Can I perform a melody on the keyboard using staff notation? Can I interpret dynamics and musical markings? Can I rehearse for an upcoming performance? (Carols by Candlelight). Can I perform and appraise others' performances using the concepts of music? Can I create a "class band"?</p>	<p>C,D,E,G,A) and notate this on a score?</p>	<p>ensemble, harmony and unison singing?</p>
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