

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- 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
- 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
- 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.

Key Stage 1 content:

Pupils should be taught to use their voices expressively and creatively 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.

Key Stage 2 content:

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

To be working at '**EXPECTED**' in music ...

30-50	ELG:	Year 1:	Year 2:
<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. 	<ul style="list-style-type: none"> • Children sing songs • Make music and dance • Experiment with ways of changing them. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
Use their voices expressively and creatively by singing songs and speaking chants and rhymes			
<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. 	<ul style="list-style-type: none"> • Sing songs, make music and dance, and experiment with ways of changing them • Sing to self and makes up simple songs • Begin to build a repertoire of songs and dances 	<ul style="list-style-type: none"> • Know a repertoire of simple songs/chants from memory • Follow instructions- when to start and stop • Make long and short sounds using their voice 	<ul style="list-style-type: none"> • Know how to use voice to create an effect • Sing in rounds • Use their voice in different ways to create different effects • Imitate changes in pitch
Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.			
<ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. 	<ul style="list-style-type: none"> • Create sounds by banging, shaking, tapping or blowing • Make up rhythms • Tap out simple repeated rhythms • Explore the different sounds of instruments • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. 	<ul style="list-style-type: none"> • Name tuned and untuned instruments • Make long and short sounds, using instruments • Play a simple rhythm with increasing control e.g 4 beats, 2 short 1 long • With help, can clap longer rhythms • Use different instruments to experiment making sound e.g. electronic keyboard • Create loud and quiet sounds 	<ul style="list-style-type: none"> • Begin to identify musical notation B,A,G • Explain the difference between a tuned and untuned instrument • Play with rhythm and control • Play in a group/small group/solo • Choose an instrument to create a specific sound or effect e.g crash, rain falling • Create their own piece of music by selecting and combining sounds • Record music by using signs and symbols
Listen with concentration and understanding to a range of high-quality live and recorded music			
<ul style="list-style-type: none"> • Focusing attention – still listen or do, but can shift own attention. 	<ul style="list-style-type: none"> • Show an interest in the way musical instruments sound • Create movement in response to music • Explore and learns how sounds can be changed 	<ul style="list-style-type: none"> • Know different instrumental sounds • Listen to a simple rhythm or tune and play it back listen to music and respond to how it makes me feel 	<ul style="list-style-type: none"> • Pick out the sounds of different musical instruments within a piece of music • Begin to use the musical language describe what they are listening to e.g tempo, dynamics and pitch

BLACK PEAR TRUST – SUBJECT PLAN - MUSIC

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| | | | <ul style="list-style-type: none">• Start to recognise different types of music e,g classical, pop• Evaluate music stating preference and talking about the mood and atmosphere it creates• Find the pulse of a piece of music and clap along |
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Cross curricular learning: Purple Mash
unit 2.7

Year 3	Year 4	Year 5	Year 6
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>			
<p>Use and understand staves and other musical notations</p>			
<ul style="list-style-type: none"> • Understand and explain the meaning of different musical terms • Know 6 notes on a treble clef stave • Know how to control an instrument to make the sound they want • Take part in singing songs, following the tune (melody) well. • Use their voice to good effect • Begin to recognise and read notes they have learnt/played on a treble clef stave • Play six different notes which allow them to play a range of tunes with accuracy, fluency, control and expression 	<ul style="list-style-type: none"> • Recognise and read notes they have learnt/played on a treble clef stave • Explain why it is important to show control and fluency when performing • Use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play • Read the musical stave and can work out the notes, EGBDF and FACE. • Draw a treble clef at the correct position on the stave. • Sing songs from memory with accurate pitch • Maintain a simple part within a group. • Recognise that the same note can be played on different instruments. • Perform with control and awareness of what others in the group are singing or playing 	<ul style="list-style-type: none"> • Describe my music using musical words and I use this to identify strengths and weaknesses in their music • Perform songs and play instruments in a way that reflects their meaning and the occasion • Sing or play and rap in one or two parts to each other and to an audience • Sing or play simple rhythms with the beginning of control and accuracy 	<ul style="list-style-type: none"> • Perform showing expression • Appreciate harmonies and work out how drones and repeated musical phrases are used to accompany singing • Play instruments with more control and rhythmic accuracy and with realised progression • Refine and improve their work • Follow musical notation to play a piece of music • Hold their part in a round

Improvise and compose music for a range of purposes using the inter-related dimensions of music

N.B. On Purple Mash there are apps (2beat; 2Create; 2Explore; 2Sequence) that allow musical composition. There are a bank of instruments that can be utilised to extend learning beyond that provision

<ul style="list-style-type: none"> • Explain timbre, and dynamics • Improvise repeated patterns • Create short musical patterns • Create short rhythmic phrases • Use changes in pitch to communicate an idea • Record my compositions using a graphic score • Compose a piece of music for a specific purpose 	<ul style="list-style-type: none"> • Describe music using words such as duration, timbre, pitch, beat, tempo, and texture • Use sound to create abstract effects • Recognise and create repeated patterns with a range of instruments • Create accompaniments for my tunes • Choose, order, combine and control sounds with awareness of their combined effect • Compose a piece of music using at least 3 notes 	<ul style="list-style-type: none"> • Continue to make up own rhythms and melodies and can create rhythmic patterns that lead to melodies • Compose using at least 5 different notes • Compose a piece of music for 3 or more instruments and record on a graphic score 	<ul style="list-style-type: none"> • Explain my graphic score to others, discussing the inter-related dimensions • Improvise and perform in a solo and ensemble contexts • Record my composition in the most effective way • Compose a piece of music for 3 or more instruments and record on a graphic score for given purpose or in the style a genre of music
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Listen with attention to detail and recall sounds with increasing aural memory

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

<ul style="list-style-type: none"> • Explore different types of music and with support can identify their basic style indicators • Listen carefully and recall short rhythmic and melodic patterns • Use the musical language describe what I am listening to e.g tempo, dynamics and pitch 	<ul style="list-style-type: none"> • Understand that every piece of music has a pulse (pulse is the foundation to any piece of music) which is different. • Explore different types of music and can identify their basic style indicators • Listen to several layers of sound and talk about the effect on the mood and feelings 	<ul style="list-style-type: none"> • Know a range of music from different genres, eras and cultures • Recognise instruments with confidence when listening to a complex piece of music 	<ul style="list-style-type: none"> • Understand the different cultural meanings and purposes of music, including contemporary cultural • Use correct musical language to discuss with confidence; feelings and emotions/likes and dislikes that are linked to music
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This strand of music can easily be linked with cross curricular work in:

- history (music from studied time periods);
- geography (music from places around the world);
- RE (music from different cultures);
- PSHCE (music that reflect different moods/ promoting mental health through mindfulness)