

## MUSIC CURRICULUM PLAN – LORD DERAMORE'S PRIMARY SCHOOL

**Intent:** Music is highly valued at Lord Deramore's Primary School. We believe that all children should have access to a high-quality music education that engages and inspires them and provides opportunities to develop their musical potential through performing, composing, listening and appraising. We understand that music makes a key contribution to each child's personal, social and emotional development and to their growth as confident individuals capable of developing their 'own voice'. As our pupils progress they will develop a critical engagement with music allowing them to compose and to listen with discrimination to the best in the musical canon. We aim to foster a love of music in all children, to develop their musical creativity and to encourage them to continue to explore and enjoy music throughout their lives.

**Implementation:** Music is taught discretely with opportunities to link to other areas of the curriculum. However music opportunities are also planned regularly throughout the school year. In Phases 2 and 3, the implementation of music is supported by a specialist music teacher. Children are given the opportunity to learn to use their voices, understand the elements of music, create their own music, learn to record music in various ways, listen to music from a range of styles and eras, use technology to explore sound, and to understand, read and perform from musical notation. In Phases 2 and 3, all children learn to play an instrument: Y2 ocarina; Y3 recorder; Y4 violin; Y5 ukulele; Y6 percussion. Skills and topics are on a yearly rolling program. Enrichment opportunities, including individual instrument lessons, music groups, orchestra, choir, festivals and concerts are available to raise the profile of music across school. All children in Phases 2 and 3 perform together in a weekly singing assembly. Progression across each year group and phase is outlined in the progression document, along with key vocabulary, knowledge and skills that children will be taught.

**Impact:** Music knowledge and skills are assessed by teaching staff throughout each term and reported at the end of the school year via each child's school report. Assessment may be made through observation, talking with children and recording written work and performances. Music subject lead and SLT assess impact and teaching through book trawls, pupil voice, learning walks and lesson observations.



	PHASE 1		PHASE 2		PHASE 3		
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
<b>Knowledge (substantive and disciplinary)</b>	<u>Being Imaginative and Expressive ELG</u> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  <b>Listen with concentration and understanding to a range of high-quality live and recorded music.</b>  Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Play tuned and untuned instruments musically.  Sing and play musically with increasing confidence and control.  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments  <b>Listen with attention to detail and recall sounds with increasing aural memory.</b>		Develop an understanding of musical composition, organising and manipulating ideas within musical structure and reproducing sounds from aural memory.  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 for a range of purposes using the inter-related dimensions of music.  Use and understand staff and musical notations.  <b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b>  <b>Know about the history of music.</b>		
<b>Progression and Expectations</b>	<u>Singing</u> Learn and perform songs and rhymes with others - exploring pitch and speed  <u>Performing</u>	<u>Singing</u> Use voice to speak, sing and chant - in a variety of pitches and tempo <u>Singing</u>  <u>Performing</u>	<u>Singing</u> Sing songs with accurate pitch  Discuss dynamics and tempo and use them in song	<u>Singing</u> Sing a tune with expression - recognising high and low sounds  Sing songs with a sense of pulse	<u>Singing</u> Sing 2-part songs and rounds, recognising phrases  Recognise a wider range of pitches	<u>Singing</u> Breathe in the correct place when singing.  Sing songs in 2 and 3 parts	<u>Singing</u> Sing in harmony, confidently and accurately  Sing songs in 2,3 and 4 parts

	<p>Respond to the rhythm of music by moving their bodies, clapping, stamping or using instruments (including voices)</p> <p>Follow visual clues about when to start and stop playing</p> <p><u>Composing</u> Explore different ways of making sounds and music using tuned, un-tuned and improvised instruments, including body percussion and vocal sounds</p> <p><u>Listening, Appraising and Responding</u> Listen to a range of genres of music and talk about their likes and dislikes</p>	<p>Use instruments (including voices) to perform</p> <p>Clap short rhythmic patterns.</p> <p>Repeat short rhythmic and melodic patterns with a variety of instruments, including their bodies <u>Rhythm - staves A Steady Beat</u></p> <p>Link sound and symbol - follow a picture score/grid notation</p> <p><u>Composing</u> Make a sequence of sounds using tuned, un-tuned and improvised instruments, including body percussion and vocal sounds <u>Made instruments</u></p> <p>Choose sounds to represent different things or to create sound effects</p> <p><u>Listening, Appraising and Responding</u> Respond to different moods in music. Say whether they like or dislike a piece of music.</p>	<p><u>Performing</u> Play simple rhythmic patterns on an instrument (including voices) <u>Ocarinas</u></p> <p>Perform simple patterns and accompaniments, keeping a steady pulse</p> <p>Sing or clap increasing and decreasing tempo</p> <p>Understand long and short sounds (ta/te te). Read graphic and stick notation</p> <p><u>Composing</u> Order sounds to create a beginning, middle and an end</p> <p>Create music in response to different starting points</p> <p>Use picture notation to record compositions</p> <p>Talk about the changes they made</p> <p><u>Listening, Appraising and Responding</u> Listen out for particular things when listening to music e.g. dynamics and tempo</p>	<p><b>Maintain own part in songs</b></p> <p><u>Performing</u> Play repeated patterns and short melodies with different instruments (including voices) <u>Recorders</u> Sing, clap or play using varied tempo or dynamics <u>Rain Rain Go Away</u></p> <p>Read and write stick notation (ta and te te), including rests</p> <p><u>Composing</u> Use different elements in composition - dynamics, tempo, rhythm</p> <p>Create accompaniments for tunes</p> <p>Use stick notation to record compositions</p> <p>Improve work produced</p> <p><u>Listening, Appraising and Responding</u> Use musical words to describe a piece of music and compositions</p> <p>Use musical words to describe likes and dislikes about a piece of music</p>	<p><u>Performing</u> Perform a simple part rhythmically on instruments (including voices) <u>Tremolo Bowing 2 note</u> <u>Playing 4 strings</u></p> <p>Read and write stick notation using minims (ta-a) and semi-quavers</p> <p><u>Composing</u> Improvise using repeated patterns <u>Busy Beats</u> <u>Rhythm and Tempo</u> Compose simple melodies</p> <p>Combine different sounds to create a specific mood or feeling</p> <p>Use notation to record compositions</p> <p>Use stick notation to record compositions</p> <p>Discuss ways of changing their compositions to improve them</p> <p><u>Listening, Appraising and Responding</u> Identify the character in a piece of music (e.g. sad, happy, jumpy, fast etc) Identify and describe different purposes of music</p> <p>Begin to identify the style of work of famous composers</p>	<p><b>Recognise a wider range of pitches</b></p> <p><u>Performing</u> Maintain own part on instruments (including voices) whilst others are performing their part <u>C Chord</u></p> <p>Learn to read simple dot notation <u>Notation</u></p> <p><u>Composing</u> Improvise within a group using melodic and rhythmic phrases</p> <p>Change sounds or organise them differently to change the effect <u>Busy Beats</u></p> <p>Compose music which meets specific criteria <u>Composing Jingles</u></p> <p>Choose the most appropriate tempo for a piece of music</p> <p>Use simple dot notation to record compositions</p> <p>Listen to each others compositions and make suggestions about how to improve them</p> <p><u>Listening, Appraising and Responding</u> Describe, compare and evaluate music using musical vocabulary</p>	<p><b>Recognise a wider range of pitches</b></p> <p><u>Performing</u> Maintain own part on instruments (including voices) whilst others are performing their part <u>4 part Christmas song</u> <u>C-Major Christmas song</u> <u>London's Burning</u> Learn to read simple dot notation with a wider range of notes</p> <p><u>Composing</u> Use a variety of different musical devices in my composition (including melody, rhythms and chords). <u>Busy Beats Jingles</u> <u>Dr Who themed composers</u> Evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p>Use simple dot notation to record compositions</p> <p>Listen to each others compositions and make suggestions about how to improve them</p> <p><u>Listening, Appraising and Responding</u> Analyse features within different pieces of music <u>Busy Beats</u></p> <p>Be able to discuss the style, instrumentation,</p>
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Vocabulary	Pitch, high, low, tempo, fast, slow, faster, slower, rhythm, beat, steady beat, pulse, dynamics, loud, quiet, long, short, song, thinking voice, singing voice, chant, instruments, pattern, start, stop, listen, sound, shake, scrape, tap/hit.	Dynamics (volume control), forte (loud), piano (quiet), tempo (speed), fast, slow, beat, pulse, rhythm, rhythmic, pattern, pitch, high, low, duration, melody/tune, timbre, instruments, keyboard, orchestra, string family, woodwind family, brass family, percussion family, ocarina, recorder, conductor, audience, graphic score, stick notation, so, mi, rest, solo.	Dynamics (volume control), forte (loud), piano (quiet), crescendo (getting louder), diminuendo (getting quieter), tempo (speed), fast, slow, adagio (slow), andante (walking speed), allegro (fast/lively), moderato (moderate speed), presto (very fast), beat, pulse, rhythm, rhythmic, pattern, ostinato, syncopation, crochet, rest, minim, quaver, semibreve, pitch, high, low, sharp, flat, octave, notation, harmony, duration, tune, melody, lyrics, duet, solo, unison, timbre, staccato, legato, bars, chord, pentatonic, stave, texture, time signature, treble clef, compose, composer, improvise, keyboard family, xylophone, glockenspiel, ukulele, violin, bow, structure, Early Music, Baroque, Classical, Romantic, Modern Music, do, re, mi, fa, so, la, ti.			
Literature	Books with rhythm e.g. Polar Bear, Polar bear, What do you see? Going on a Bear Hunt	Carnival of the Animals				
Experiences	Music visitors <a href="#">Djembe Drumming Drumming workshop</a> <a href="#">Nativity</a> Church Carol Service	<a href="#">Nativity</a> <a href="#">Annual Music concert</a> Christmas Fair Church Carol Service Individual music lessons - <a href="#">violin</a> Orchestra - <a href="#">Christmas</a>	Summer term show - <a href="#">Bugsy Malone</a> <a href="#">Annual Music Concert</a> Arts Award <a href="#">York Schools' Choral Festival</a> <a href="#">York Minster Carol Service</a> (Archbishop Holgate's School Primary Outreach Singing Project) Christmas Fair Church Carol Service Special events - <a href="#">Heslington Festival</a> <a href="#">Harvest Festival</a> <a href="#">Jubilee Festival</a> <a href="#">Rock and Pops Band</a> <a href="#">Rocka and Pops Assembly</a> <a href="#">Classical Guitar Assembly</a> Choir - <a href="#">Rememberance</a> Orchestra - <a href="#">Christmas</a> <a href="#">Jubilee</a>			
Diversity	<a href="#">Songs from other cultures</a> - linked to school Songs linked to religions - linked to book assemblies, festivals - <a href="#">Chinese New Year</a>	<a href="#">Songs from other cultures</a> - linked to school Songs linked to religions - linked to book assemblies, festivals	<a href="#">Songs from other cultures</a> - linked to school Songs linked to religions - linked to book assemblies, festivals Genres of music - reggae, blues, Soul MOBO mini topic Music from black artists (Black History Month)			
Long Term Planning Links	Music is developmental in design so usually stands alone from other subjects. Continuous provision, daily singing  EY Untuned percussion - start and stop, keeping a steady beat and discover sounds Fast / slow, loud / quiet, long / short sounds, describe sound quality and create musical patterns  Y1 Repeated patterns, long and short notes	Y2 Ocarina:  Y3 Recorder:  Y2: Camille Saint-Saëns - Carnival of the Animals  Y3:	Y4 Violin: Y5 Ukulele: Y6 Percussion  Y4: Wolfgang Amadeus Mozart - Eine Kleine Nachtmusik (1st movement) Ludwig van Beethoven - Symphony No 5 (1st movement)  Y5: Pyotr Ilyich Tchaikovsky - The Nutcracker			

	<p>Keep a steady beat and follow instructions on how and when to sing/play and understand high/low, fast/slow and loud/quiet.</p> <p>Different types of instrument sounds, create a sequence of sounds and loud/quiet sounds</p>	<p>Johann Pachelbel - Canon in D</p> <p>Antonio Vivaldi - Winter (1st movement) from The Four Seasons</p> <p>Sergei Prokofiev - Peter and the Wolf</p>	<p>Frédéric Chopin - The Minute Waltz</p> <p>Modest Mussorgsky - Night on a Bare Mountain</p> <p>Y6:</p> <p>Delia Derbyshire - The Doctor Who Theme</p> <p>Scott Joplin - Maple Leaf Rag</p> <p>Hildegard of Bingen - O Pastor Animarum</p>
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