

Music – Medium Term Document

Intent Our music curriculum acknowledges and builds on the positive impact that listening to, creating and performing music can have on self-esteem, self-confidence and mental health. Pupils are encouraged to express themselves through the music they listen to, create and perform and to incorporate healthy music habits as a positive influence in their lives. The intent is to develop a broad range of musical skills, knowledge and behaviours - including global and cultural experiences - in order to broaden their outlook. This will allow pupils from nursery to year six to appraise, create and perform music with the confidence to express themselves. Children will build upon their exploration and knowledge of musical instruments and genres to create and appraise as musicians. Through the four strands of the music curriculum, children will develop confidence, communication, thinking and creative skills and develop their emotional well-being.

Rationale

Rationale - The KCT music curriculum allows pupils to develop musical and performance skills throughout their time in school. This will be developed year on year and children will build on progressive skills and knowledge. Children will develop these through four strands: Listening & Appraising, Singing & Performing, Musicianship and Composing. Each unit of work will include these four strands whilst having one particular strand as a focus for the half term. The general structure for each unit will be a progression from exploration of musical styles and/or instruments, through specific skill development in order to be able to create and perform at the end of the unit. Pupils often make the best progress when music skills are practised frequently in short bursts, however they may also need longer sessions towards the end of a unit in order to rehearse and perform. Therefore, teachers should feel free to use their music lesson time flexibly to best fit the music learning at different times during the unit.

	Knowledge	Skills
Nursery		I can build a repertoire of songs and dances. I can clap or play back a simple rhythm. I can listen to a piece of music. I can sing songs, make music and dance and experiment with ways of changing them.
	VOCAB: fast, slow, loud, quiet,-high, low	
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		<p>I can build a repertoire of songs and dances.</p> <p>I can represent my own ideas, thoughts or feelings through music</p> <p>I can feel the pulse and tap along with it.</p> <p>I can clap or play back a simple, 4-beat rhythm.</p> <p>I can maintain attention and concentration when listening to a short piece of music</p>
	VOCAB: pulse, rhythm , low high	
Year 1	Knowledge	Skills
	<u>Singing</u>	<p>I can sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>I can sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.</p>
	<u>Listening</u> I know and understand the stories, origins, traditions, history and social context of the music I am listening to	<p>I can listen to recorded performances and live music making in and out of school.</p> <p>I can identify features of music I listen to and respond using these features.</p> <p>I can appreciate and evaluate the music I listen to.</p> <p>I can listen to an unseen percussion instrument and identify how the sound is made or the material of the instrument.</p> <p>I can listen to music and identify loud/ quiet, fast/ slow</p>
	<u>Musicianship</u> I know and understand the difference between creating a rhythm pattern and a pitch pattern.	<p>I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>I can use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.)</p> <p>I can play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>I can respond to the pulse in recorded/live music through movement and dance</p> <p>I can perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>I can perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>I can perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p> <p>I can listen to sounds in the local school environment, comparing high and low sounds.</p>

		<p>I can sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>I can explore percussion sounds to enhance storytelling,</p> <p>I can follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p>
	<p>Composing</p> <p>I know sounds can combine to make different effects</p>	<p>I can improvise simple vocal chants, using question and answer phrases.</p> <p>I can create musical sound effects and short sequences of sounds in response to stimuli</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>I can use music technology, if available, to capture, change and combine sounds.</p> <p>I can recognise how graphic notation can represent created sounds.</p> <p>I can explore and invent own symbols, for example:</p>
	<p>Vocabulary</p>	
	<p>beat, pitch, percussion, tempo, ostinati, notation, symbols</p>	
Year 2	<p>Knowledge</p>	<p>Skills</p>
	<p>I know the meaning of dynamics (loud/quiet) and tempo (fast/slow)</p>	<p>I can sing a song with a pitch range of do-so with increasing vocal control.</p> <p>I can sing a song with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</p> <p>I can demonstrate dynamics and tempo when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p> <p>I can sing short phrases independently within a singing game or short song.</p>
	<p>Listening</p> <p>I know and understand the stories, origins, traditions, history and social context of the music I am listening to</p>	<p>I can listen to recorded performances and live music making in and out of school.</p> <p>I can identify features of music I listen to and respond using these features.</p> <p>I can appreciate and evaluate the music I listen to.</p> <p>I can listen to music and focus on the pitch, dynamics and tempo.</p> <p>I can aurally identify musical instruments from different instrument families (piano, flute, electric guitar, trumpet + violin).</p> <p>I can say if I like a piece of music and explain why (referring to the pitch, dynamics & tempo).</p>

	I can listen to music from other cultures and use musical vocabulary to describe what I hear.
<p><u>Musicianship</u> I know that the speed of the beat can change, creating a faster or slower pace (tempo). I know what the following represent: stick notation including crotchets, quavers and crotchets rest</p>	<p>I can mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. I can walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). I can group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. I can identify the beat groupings in familiar music that they sing regularly and listen to, I can play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. I can create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). I can read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. I can create and perform my own chanted rhythm patterns with the same stick notation. I can respond independently to pitch changes heard in short melodic phrases, indicating actions (e.g. stand up/sit down, hands high/hands low). I can recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>
<p><u>Composing</u> I know graphic symbols, dot notation and stick notation I know what a question and answer phrase is</p>	<p>I can create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). I can work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. I can use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. I can use music technology, if available, to capture, change and combine sounds</p>
Vocabulary	
chants crotchets, quavers phrase dynamics	

<u>Knowledge</u>	<u>Skills</u>
<p><u>Singing</u></p> <p>I know and understand the stories, origins, traditions, history and social context of the music I am singing.</p>	<p>I can sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>I can perform actions confidently and in time to a range of action songs.</p>
<p><u>Listening</u></p> <p>I know and understand the stories, origins, traditions, history and social context of the music I am listening to.</p> <p>I know some of the factual and contextual information about the music I listen to</p> <p>I know that composers manipulate the musical elements (pitch/ tempo/texture/timbre/ duration) in order to make a piece sound interesting.</p>	<p>I can listen to recorded performances and live music making in and out of school.</p> <p>I can identify features of music I listen to and respond using these features.</p> <p>I can appreciate and evaluate the music I listen to.</p> <p>I can use clues in the music to identify different broad genres of music (ie rock/classical/folk etc).</p> <p>I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>
<p><u>Musicianship</u></p> <p>I know the terms: stave, lines and spaces, and clef.</p> <p>I know and understand the differences between crotchets and paired quavers.</p>	<p>I can use dot notation to show higher or lower pitch.</p> <p>I can apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>I can compose song accompaniments on untuned percussion using known rhythms and note values</p>
<p><u>Compose</u></p> <p>I know rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p>	<p>I can combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>I can use my voice, tuned and untuned percussion and instruments when inventing short ‘on-the-spot’ responses using a limited note-range.</p> <p>I can structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>I can compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p>
<p><u>Performing</u></p>	<p>I can develop facility in playing tuned percussion or a melodic instrument-ukulele</p> <p>I can play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</p> <p>I can use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi</p>

		I can individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.
	Vocabulary	
	allegro and adagio, echo or question and answer phrases, forte piano chords- peripatetic lessons	
Year 4	Knowledge	Skills
	<u>Singing</u> I know the directions for getting louder (crescendo) and quieter (decrescendo).	I can sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). I can sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony I can perform a range of songs in school assemblies.
	<u>Listening</u> I know and understand the stories, origins, traditions, history and social context of the music I am listening to. I know some of the factual and contextual information about the music I listen to	I can listen to recorded performances and live music making in and out of school. I can identify features of music I listen to and respond using these features. I can appreciate and evaluate the music I listen to. I can identify the musical elements of pitch, tempo, texture, timbre and duration used in a piece of music and talk about why the composer has used them. I can recognise different layers of sound in a recorded piece of music. I can listen to music from other cultures and compare to more familiar music using musical vocabulary.
	<u>Musicianship</u> I know and understand the differences between minims, crotchets, paired quavers and rests.	I can read and perform pitch notation within a defined range (e.g. C-G/do-so). I can follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
	<u>Compose</u> I know more musical components I know major and minor chords (from my ukulele experience)	I can make compositional decisions about the overall structure of improvisations. I can combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. I can sing and play these phrases as self-standing compositions.

		<p>I can arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>I can compose music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>I can include instruments in my composition to expand the scope and range of the sound palette available for my composition work.</p> <p>I can capture and record creative ideas using graphic symbols, rhythm notation, time signatures, staff notation and technology.</p>
	<u>Perform</u>	<p>I can play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>I can perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>I can copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p>
	Vocabulary	
	<p>octave crescendo descendo</p> <p>tempo, texture, timbre and duration</p> <p>pentatonic</p>	

Year 5	Knowledge	Skills	
	<u>Singing</u>	<p>I can sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>I can sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>I can perform a range of songs in school assemblies and in school performance opportunities.</p>	
	<u>Listening</u>	<p>I can listen to recorded performances and live music making in and out of school.</p> <p>I can identify features of music I listen to and respond using these features.</p> <p>I can appreciate and evaluate the music I listen to.</p> <p>I can discuss the musical elements used in a piece of music and suggest how they set the mood or create a specific effect.</p> <p>I can identify repeated, sequenced and contrasting sections in recorded music.</p>	
	<p>I know and understand the stories, origins, traditions, history and social context of the music I am listening to.</p> <p>I know some of the factual and contextual information about the music I listen to</p>		

	<p>I can identify common instruments from their timbre and pick out instruments playing solos within an ensemble.</p> <p>I can begin to identify between major and minor melodies and can talk about how they effect the mood of the music. (Major - happy / minor - sad).</p>
<p>I know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>I know and understand the differences between 2/4, 3/4 and 4/4 time signatures.</p>	<p>I can read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>I can read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>
<p><u>Compose</u></p> <p>I know the following terms: very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano)</p>	<p>I can improvise freely over a drone, developing a sense of shape and character, using tuned percussion and melodic instruments.</p> <p>I can improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics,</p> <p>I can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen.</p> <p>I can enhance melodies with rhythmic or chordal accompaniment.</p> <p>I can compose a short ternary piece.</p> <p>I can use chords to compose music to evoke a specific atmosphere, mood or environment or create music to accompany a silent film or to set a scene in a play or book.</p> <p>I can capture and record creative ideas using graphic symbols ,rhythm notation, time signatures, staff notation, technology.</p>
<p><u>Perform</u></p> <p>I know and understand how triads are formed, and know how to play them on tuned percussion, melodic instruments or keyboards.</p>	<p>I can play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range.</p> <p>I can perform simple, chordal accompaniments to familiar songs</p> <p>I can perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>I can develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>
Vocabulary	
<p>fortissimo, pianissimo, mezzo forte, mezzo piano</p> <p>major minor</p> <p>ternary</p> <p>acoustic</p>	

Knowledge	Skills
<p>I know about observing rhythm, phrasing, accurate pitching and appropriate style.</p>	<p>I can sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. I can sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group I can perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
<p>Listening I know and understand the stories, origins, traditions, history and social context of the music I am listening to. I know some of the factual and contextual information about the music I listen to</p>	<p>I can listen to recorded performances and live music making in and out of school. I can identify features of music I listen to and respond using these features. I can appreciate and evaluate the music I listen to. I can listen to pieces of music from two different time periods or genres and discuss how the musical elements differ. I can identify different musical structures including; call and response, Binary (AB), Tertiary (ABA / ABBA) and Rondo (ABACAD etc) I can listen to music from other cultures and explore the role music plays in that culture.</p>
<p>I know and understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p>	<p>I can read and perform pitch notation within an octave (e.g. C–C/ do–do). I can read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. I can read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
<p>Composing</p>	<p>I can create music with multiple sections that include repetition and contrast. I can use chord changes as part of an improvised sequence. I can extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. I can plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. I can play my composed melody on available tuned percussion and/or orchestral instruments. I can notate this composed melody. I can compose melodies made from pairs of phrases in C Major or a key suitable for the instrument chosen. I can enhance melodies with rhythmic or chordal accompaniment. I can compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>

	performing	I can play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range I can accompany a melody by using block chords or a bass line. I can engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles.
	Vocabulary	
	Binary tertiary ensemble	