



MUSIC

“Music is the universal language of mankind.” Henry Wadsworth Longfellow.

Music is maths, PE, language, history, art, science, reading and much more. At Caton Primary School, we aim to use our music curriculum to increase pupils’ self-confidence and creativity whilst also practicing a wide range of cross-curricular skills.

Purpose and aims of history (NC programmes 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.

INTENT (knowledge and skills to be taught)

EYFS			
Cycle A	Knowledge		
	Autumn	Spring	Summer
	<p>Continuous provision activities</p> <ul style="list-style-type: none"> • Celebration music <ul style="list-style-type: none"> • To know that there are special songs we can sing to celebrate events. • To understand that my voice or an instrument can match an action in a song. • To know that moving to music can be part of a celebration. • To recognise that different sounds can be long or short. • To recognise music that is 'fast' or 'slow'. 	<p>Exploring sound</p> <ul style="list-style-type: none"> • To understand how to listen carefully and talk about what I hear. • To know that sounds can be copied by my voice, body percussion and instruments. • To understand that instruments can be played loudly or softly. • To know that music often has more than one instrument being played at a time. <p>Music movement</p> <ul style="list-style-type: none"> • To know that the beat is the steady pulse of a song. • To know that tempo is the speed of the music. • To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. • To know that signals can tell us when to start or stop playing. 	<p>Musical stories</p> <ul style="list-style-type: none"> • To understand that a piece of music can tell a story with sounds • To know that different instruments can sound like a particular character. • To understand what 'high' and 'low' notes are. <p>Big band</p> <ul style="list-style-type: none"> • To know that an orchestra is a big group of people playing a variety of instruments together • To know that music often has more than one instrument being played at a time. • To understand that performing means playing a finished piece of music for an audience.
	Skills (demonstrated as appropriate across the various music topics throughout both cycles)		
	Performing	Composition	Listening/appraising
EYFS	Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance.	Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments.	Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.

	<p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p>	<p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>
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Year 1/2

Cycle A	Knowledge		
	Autumn	Spring	Summer
	<p>Pulse and rhythm</p> <ul style="list-style-type: none"> • To know that rhythm means a pattern of long and short notes. • To know that pulse is the regular beat that goes through music. • To understand that the pulse of music can get faster or slower. 	<p>Pitch and tempo</p> <ul style="list-style-type: none"> • To understand that tempo can be used to represent mood or help tell a story • To understand that 'tuned' instruments play more than one pitch of notes. • To know that following a leader when we perform helps everyone play together 	<p>On this island: British songs and sounds</p> <ul style="list-style-type: none"> • To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. • To know that 'duration' means how long a

	<ul style="list-style-type: none"> To know that a piece of music can have more than one section, eg a verse and a chorus. <p>Nativity</p>	<p>accurately</p> <p>Musical me</p> <ul style="list-style-type: none"> To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. 	<p>note, phrase or whole piece of music lasts.</p> <ul style="list-style-type: none"> To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music. <p>Orchestral instruments</p> <ul style="list-style-type: none"> To know that musical instruments can be used to create 'real life' sound effects To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.
<p>Cycle B</p>	<p>Musical vocabulary</p> <ul style="list-style-type: none"> To understand that pitch means how high or low a note sounds To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'. <p>Nativity</p>	<p>African call and response song</p> <ul style="list-style-type: none"> To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre <p>Vocal and body sounds</p> <ul style="list-style-type: none"> To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. 	<p>Dynamics, timbre, tempo and motifs</p> <ul style="list-style-type: none"> To know that a 'soundscape' is a landscape created using only sounds. To know that a composer is someone who creates music and writes it down. To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music. <p>Myths and legends</p> <ul style="list-style-type: none"> I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.

- To understand that music can be represented by pictures or symbols

Skills
(demonstrated as appropriate across the various music topics throughout both cycles)

Performing

Composition

Listening/appraising

Year 1

Can they use their voice to speak/sing/chant?
Do they join in with singing?
Can they use instruments to perform?
Do they look at their audience when they are performing?
Can they clap short rhythmic patterns?
Can they copy sounds?

Can they make different sounds with their voice?
Can they make different sounds with instruments?
Can they identify changes in sounds?
Can they change the sound?
Can they repeat (short rhythmic and melodic) patterns?
Can they make a sequence of sounds?
Can they show sounds by using pictures?

Can they respond to different moods in music?
Can they say how a piece of music makes them feel?
Can they say whether they like or dislike a piece of music?
Can they choose sounds to represent different things?
Can they recognise repeated patterns?
Can they follow instructions about when to play or sing?

<p>Year 2</p>	<p>Do they sing and follow the melody (tune)? Do they sing accurately at a given pitch? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo?</p>	<p>Can they order sounds to create a beginning, middle and end? Can they create music in response to (different starting points)? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds?</p>	<p>Can they improve their own work? Can they listen out for particular things when listening to music?</p>
<p>Further challenge</p>	<p>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</p>	<p>Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song?</p>	<p>Do they recognise sounds that move by steps and by leaps?</p>

YEAR 3/4

Cycle A	Knowledge		
	Autumn	Spring	Summer
	<p>Instrumental lessons: South Africa</p> <ul style="list-style-type: none"> To know the history and key features of salsa music. To understand how to play pitches and rhythms from staff notation without prompts. To be able to play tuned percussion with the correct technique <p>Developing singing technique</p> <ul style="list-style-type: none"> To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that different notes have different durations, and that crotchets are worth one whole beat. 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 written music tells you how long to play a note for 	<p>Instrumental lessons: Caribbean</p> <ul style="list-style-type: none"> To know the key features of Calypso music. To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts. To be able to play tuned percussion with the correct technique. <p>Body and tuned percussion</p> <ul style="list-style-type: none"> To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<p>Jazz</p> <ul style="list-style-type: none"> To understand that 'syncopation' means a rhythm that is played off the natural beat To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago To know that 'scat singing' is using made-up words to create the sound of an instrument playing. <p>Summer Production</p>
<p>Cycle B</p> <p>Creating compositions in response to animation</p> <ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble. 	<p>Ballads</p> <ul style="list-style-type: none"> To know that a ballad tells a story through song. To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse <p>Haiku, music and performance</p> <ul style="list-style-type: none"> To know that a glissando in music means a sliding effect played on instruments or made by your voice. 	<p>Samba and carnival sounds</p> <ul style="list-style-type: none"> To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going 	

	<p>Rock and roll</p> <ul style="list-style-type: none"> • .To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. • To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. • To know that playing in time means all performers playing together at the same speed. • To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. 	<ul style="list-style-type: none"> • To know that expressive language (like a poem) can be used as inspiration for composing music. • To understand that both instruments and voices can create audio effects that describe something you can see. • To know that grouping instruments according to their timbre can create contrasting 'textures' in music. <p>(Link to poetry in English)</p>	<p>back to the original rhythms</p> <p>Summer Production</p>
<p>Skills (demonstrated as appropriate across the various music topics throughout both cycles)</p>			
	<p>Performing</p>	<p>Composition</p>	<p>Listening/appraising</p>
<p>Year 3</p>	<p>Do they sing in tune with expression? Do they control their voice when singing? Can they play clear notes on instruments?</p>	<p>Can they use different elements in their composition? Can they create repeated patterns with different instruments? Can they compose melodies and songs? Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling?</p>	<p>Can they improve their work; explaining how it has improved? Can they use musical words (the elements of music) to describe a piece of music and compositions? Can they use musical words to describe what they like and dislike? Can they recognise the work of at least one famous composer?</p>

Year 4	<p>Can they perform a simple part rhythmically?</p> <p>Can they sing songs from memory with accurate pitch?</p> <p>Can they improvise using repeated patterns?</p>	<p>Can they use notations to record and interpret sequences of pitches?</p> <p>Can they use standard notation?</p> <p>Can they use notations to record compositions in a small group or on their own?</p> <p>Can they use their notation in a performance?</p>	<p>Can they explain the place of silence and say what effect it has?</p> <p>Can they start to identify the character of a piece of music?</p> <p>Can they describe and identify the different purposes of music?</p> <p>Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?</p>
Further challenge	<p>Can they use selected pitches simultaneously to produce simple harmony?</p>	<p>Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</p> <p>Can they show how they can use dynamics to provide contrast?</p>	<p>Can they identify how a change in timbre can change the effect of a piece of music?</p>

YEAR 5/6			
Cycle A	Knowledge		
	Autumn	Spring	Summer
	<p>Composition and notation</p> <ul style="list-style-type: none"> To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	<p>Musical theatre</p> <ul style="list-style-type: none"> To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. 	<p>South and West Africa</p> <ul style="list-style-type: none"> To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.

	<p>Film music</p> <ul style="list-style-type: none"> To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. <p>(Link to film narrative in English)</p>	<p>Theme and variations</p> <ul style="list-style-type: none"> To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly 	<p>(Link to Slave Trade unit - African culture)</p> <p>Summer Production</p>
<p>Cycle B</p>	<p>Looping and remixing</p> <ul style="list-style-type: none"> To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that remix is music that has been changed, usually so it is suitable for dancing to. <p>(Link to Computing unit?)</p> <p>Songs of WW2</p> <ul style="list-style-type: none"> To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2 To know that the Solfa syllables represent the pitches in an octave. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. <p>(Link to WW2 History unit)</p>	<p>Dynamics, pitch and texture</p> <ul style="list-style-type: none"> To know that the conductor beats time to help the performers work well together To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright <p>Composition to represent the festival of colour</p> <ul style="list-style-type: none"> To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. <p>(Link to Holi and Hinduism in RE)</p>	<p>Blues</p> <ul style="list-style-type: none"> To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. <p>Summer Production</p>
<p>Skills</p>			

	(demonstrated as appropriate across the various music topics throughout both cycles)		
	Performing	Composition	Listening/appraising
Year 5	<p>Do they breathe in the correct place when singing?</p> <p>Can they sing and use their understanding of meaning to add expression?</p> <p>Can they maintain their part whilst others are performing their part?</p> <p>Can they perform 'by ear' and from simple notations?</p> <p>Can they improvise within a group using melodic and rhythmic phrases?</p> <p>Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</p>	<p>Can they change sounds or organise them differently to change the effect?</p> <p>Can they compose music which meets specific criteria?</p> <p>Can they use their notations to record groups of pitches (chords)?</p> <p>Can they use a music diary to record aspects of the composition process?</p> <p>Can they choose the most appropriate tempo for a piece of music?</p>	<p>Can they describe, compare and evaluate music using musical vocabulary?</p> <p>Can they explain why they think their music is successful or unsuccessful?</p> <p>Can they suggest improvements to their own or others' work?</p> <p>Can they choose the most appropriate tempo for a piece of music?</p> <p>Can they contrast the work of famous composers and show preferences?</p>
Year 6	<p>Can they sing a harmony part confidently and accurately?</p> <p>Can they perform parts from memory?</p> <p>Can they perform using notations?</p> <p>Can they take the lead in a performance?</p> <p>Can they take on a solo part?</p> <p>Can they provide rhythmic support?</p>	<p>Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</p> <p>Do they recognise that different forms of notation serve different purposes?</p> <p>Can they use different forms of notation?</p> <p>Can they combine groups of beats?</p>	<p>Can they refine and improve their work?</p> <p>Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</p> <p>Can they analyse features within different pieces of music?</p> <p>Can they compare and contrast the impact that different composers from</p>

			different times will have had on the people of the time?
Further challenge	Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?	Can they show how a small change of tempo can make a piece of music more effective? Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?	Can they appraise the introductions, interludes and endings for songs and compositions they have created?

IMPLEMENTATION

Sufficient time will be allocated to the teaching and learning of music, including the acquisition and memorisation of knowledge and the development of subject-specific skills.

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom through the structured music programme Kapow as well as the weekly singing assemblies, Composer of the Month, performances, musical clubs and teaching from specialist music teachers.

The use of Kapow, alongside composer of the month and class composer studies, ensures that children are exposed to a wide range of musical styles and genres.

The elements of music are taught in the classroom lessons so that children are able to use the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, children learn key aspects of music through cross-curricular links.

Children have plenty of opportunity for performance from Reception to Year 6, e.g. Nativity, Summer Production, Talent Show. We recognise the importance of accessing live music so we encourage our children who play instruments to perform for classes throughout school. Our school band also plays for occasions e.g. open day, christmas fair.

We host individual music lessons from specialist teachers from Lancashire Music Service within school. We also bring in specialist teachers from the service to teach whole classes e.g. Ukulele.

We record class music work in floorbooks and also use photographs and videos as evidence.

IMPACT

Pupils' knowledge and skills will be assessed through:

Pupil interviews

Lesson observations

Low stakes quizzes

Open-ended end of unit assessment pieces

Work scrutiny (floorbooks)

Performances