



Landscape C of E Primary School

Music Curriculum Plan



Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

We provide every child with equal access to a fun, engaging and high-quality music curriculum which aims to inspire pupils to grow a love of music and develop their talent as musicians.

We are committed to developing curiosity for music and an understanding of the importance of music from a wide variety of historical periods, cultures, traditions and genres.

We believe that Music is a subject which enriches children's lives and education with many benefits beyond itself. It contributes significantly to developing language and reasoning; it allows children to connect with others by creating a sense of community and promoting teamwork; it leads to improved motor skills and coordination; it develops imagination and creativity. In addition, music teaches discipline, relieves stress, builds confidence and enhances self-esteem by allowing all children to succeed and contribute.

Through music, we are committed to enriching the lives of our pupils and allowing them the opportunity to discover the joy of expressing themselves.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

KS1 Music Vocabulary List

Preschool/Nursery	Reception	Year 1	Year 2
rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share,	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones,	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics,	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics,

play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, voice, instruments, experience, respond, explore, practise, make, movement, music, rhythm, song, sing, sounds.	Blues, Baroque, Latin, Irish Folk, Funk, listen, talk, sequence, think, feel, ideas, song, sing, dance, play, explore, instruments, make and experiment.	tempo, perform/performance, audience, rap, Reggae, glockenspiel. pulse, rhythm, pitch and dynamics. Instrumental families, instrument, wind, string, percussion, brass. Body percussion, opinion, musical cues, leader, conductor, notes, tune, pattern, rhythmic pattern, melody, composition.	tempo, perform/performance, audience, rap, Reggae, glockenspiel, pulse, rhythm, pitch, dynamics and tempo, styles, Instrumental families, instrument, wind, string, percussion, brass, opinion, styles, ensemble, leader, conductor, melodies, composition, improvisation, notated, graphic, pictorial, video, pattern.
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KS2 Music Vocabulary List

Year 3	Year 4	Year 5	Year 6
Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco. Progression Document: pulse, rhythm, pitch, dynamics and tempo. Styles, Instrumental families, instrument, wind, string, percussion, brass. leader, conductor, notes, ensemble, musical cues, rhythmic patterns, group, solo, melodies, improvisation, complex melodies, composition, inter-related dimensions.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality. Progression Document: pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Styles, genres, Instrumental families, instrument, wind, string, percussion, brass. Musical language, genres, composers, interpretation, inter-related dimensions, note pitches, technique, stylistically, musically, leader, conductor, ensemble, improvisation, composition, melodies.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody. Progression Document: pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Styles, genres, Instrumental families, instrument, wind, string, percussion, brass. Musical language, inter-related dimensions, ensemble, soloist, stylistically, musically, diction, tuning, leader, conductor, improvisation.	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony. Progression Document: pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Instrumental families, instrument, wind, string, percussion, brass, musical language, inter-related dimensions, ensemble, soloist, stylistically, musically, diction, tuning.

Music in Key Stage One and Two at Landscope is taught on a half termly rotation for an hour per week. There is also a singing assembly for 15 minutes per week in addition to this. Music in the early years is taught and explored through direct teaching linked to topics as well as through continuous provision.

At Landscope, we use Kapow, to support the delivery of our music curriculum. The KAPOW Scheme supports all the requirements of the national curriculum and encourages an integrated, practical, exploratory and child-led approach. As musical teaching and learning is not linear, the strands of musical learning are part of the learning spiral. Over time, children will develop new musical skills and concepts, and re-visit established musical skills and concepts. Through repeating and recapping musical skills, children's knowledge and skills are shifting and deepening within the spiral. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Our Music lead also ensures staff and children have access to experts via the use of our MEG (music education grant), alongside loans of a variety of musical instruments from Devon Music services; ensuring children have the opportunity to learn a variety of instruments during their time at school. Visiting experts support us specifically with the delivery of whole class ensemble tuition, particularly within Key Stage Two.

Our weekly whole-school Singing Assembly links to seasons, key events and celebrations in the year and to our PSHE curriculum. Children have the opportunity to sing and perform at community events such as the Christmas Fair and Carol services, May days celebrated on the village green, singing festivals and class assemblies. We also hold annual Christmas nativity performances, where the children are able to perform to their peers, parents and the local community.

At Landscope, we also offer a range of peripatetic music tuition from guitar to piano lessons.

The National Curriculum

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.

Aims

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.

Attainment targets

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

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

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.

Pupils should be taught to:

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

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

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.

Progression of Key skills for Music

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Pupils should be taught to use voices expressively and creatively by singing songs and speaking chants and rhymes.			Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.		
	Can I find my singing voice and sing melodies accurately at my own pitch? Can I sing with awareness of pulse and rhythm (keeping in time)? Can I sing expressively (using loud and quiet, getting louder/quieter)? Can I rehearse a song and perform it to others?	Can I sing in tune within a limited pitch range and perform with a good sense of rhythm? Can I follow pitch movements with hands to show shape of melody or high, medium and low? Can I start to blend my voice showing awareness of other singers?	Can I sing in tune with confidence, expression and control using a wider vocal range? Can I maintain an appropriate pulse?	Can I perform expressively with awareness of other parts and inter related dimensions (e.g. dynamics, tempo)? Can I develop and perform class arrangements of songs?	Can I maintain my own part in rounds or part songs with an awareness of how different parts fit together to achieve the intended effect? Can I sing more melodically complex songs with increasing control of breathing, posture and sound projection?	Can I develop and perform group arrangements of songs? Can I maintain and independent part in a group performance accurately?
Playing	Pupils should be taught to play tuned and untuned instruments musically.			Pupils should be taught to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.		
	Can I explore sounds and how they can be changed through play? Can I handle instruments with control, learning some of the names of them? Can I accompany rhymes of songs with a pulse, or simple rhythmic or melodic accompaniment?	Can I perform and create rhythms to a given pulse? Can I join in and stop as appropriate? Can I perform following a conductor taking note of musical direction (e.g. dynamics, tempo)?	Can I follow and lead simple performance directions, demonstrating understanding of these through playing?	Can I perform expressively with awareness of other parts and inter related dimensions (e.g. dynamics, tempo)? Can I develop and perform class arrangements of pieces?	Can I maintain my own part in a performance with an awareness of how different parts fit together to achieve the intended effect?	Can I develop and perform group arrangements of pieces? Can I maintain and independent part in a group performance accurately?
Improvising and Composing	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.			Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.		
	Can I explore different sound sources and find different ways to play instruments to create long/short sounds or high/low sounds? Can I identify and name common classroom instruments when choosing which to play? Can I repeat short, rhythmic and melodic patterns?	Can I create and choose sounds to create an effect? Can I improvise melodic and rhythmic ideas?	Can I improvise melodic and rhythmic accompaniments to songs? Can I compose music with a partner with a focus on a musical dimension?	Can I work out simple melodic phrases by ear? Can I compose music with a partner or in a small group with a focus on a musical dimension? Can I make improvements to my compositions?	Can I explore, select and combine a range of different sounds to compose a soundscape? Can I compose music with a partner or in a group with a focus on combining musical dimensions and know how to make improvements?	Can I use ICT to change and manipulate sounds to contribute to compositions? Can I compose a short song to own lyrics showing how music and lyrics combine to form a song?

Notation				Pupils should be taught to use and understand staff and other notations.		
			Can I show shape of melody with hands when singing or performing? Can I follow pitch shape on a graphic score? Can I plan and explore sounds using symbols? Can I plot compositions on a graphic score?	Can I read staff notation for crotchet, minim, semibreve, quavers and for pitched notes appropriate to first access experience?	Can I use staff notation to record parts of my composition?	Can I sing and perform using staff notation as a support including dynamic markings?
Listening	Pupils should be taught to listen with concentration and understanding to range of high quality live and recorded music.			Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.		
	Can I identify the pulse in a range of music at various tempi and join in? Can I recall short songs? Can I respond to moods in music (through talking and movement)?	Can I identify repeated patterns/ rhythms in music I hear? Can I respond physically to well defined changes in pitch/tempo/dynamics? Can I identify some instrument sounds? Can I listen back to recordings of my own work and begin to suggest strengths and improvement areas?	Can I internalise sounds by singing parts of songs 'in their heads'? Can I recognise the structure of different pieces of music, responding through physical movement?	Can I recall longer rhythms or melodies in call and response type activities? Can I recognise instruments from particular families when played in ensemble?	Can I identify moods in music and how musical dimensions contribute to this?	Can I listen to longer pieces of music, maintain concentration and pick out appropriate musical dimensions?
				Pupils should be taught to appreciate and understand the wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.		
			Can I understand how sound is created on instruments heard?	Can I value all styles of music from all cultures, comparing and contrasting?	Can I recognise styles from other countries and cultures, comparing and contrasting use of the music dimensions and challenging stereotypes? Can I show an understanding of the above in my arrangements and composition?	Can I identify clear musical features in the work of great composers and musicians from a range of styles, periods and cultures? Can I critique mine and others' work, offering specific comments and justifying these?
Music History				Pupils should be taught to develop an understanding of the history of music.		
			Can I understand that there are different styles of music due to changes over time?	Can I understand the role of music through history and how it has changed over time?	Can I identify clear musical features in the work of great composers and musicians?	Can I use my knowledge of musical features used by great composers and musicians in my own arrangements and compositions?

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
INTER RELATED DIMENSIONS (ELEMENTS) OF MUSIC						
Pitch Singing and performing on instruments	Can I recognise where music is getting higher or lower?	Can I identify high, medium and low?	Can I recognise where melodies move in steps and leaps to create melodic patterns?	Can I play or sing and simple scale?	Can I identify a major or minor feel to songs? Can I recognise and repeat melodic motifs?	Can I recognise and perform harmony parts?
Duration Pulse and rhythm	Can I maintain a steady pulse? Can I recognise long and short sounds? Can I identify silence in music? Can I play/clap simple repeated rhythms?	Can I clap/play a rhythm over the top of a steady beat? Can I internalise rhythm patterns?	Can I remember and play longer repeated rhythms by ear and from notation?	Can I put groups of beats together and know that they are organised into 2, 3 and 4 (metre)? Can I put two rhythms together at the same time?	Can I hear and play syncopated (jazzy) rhythms?	Can I put several rhythms together at the same time?
Dynamics Volume	Can I identify loud and quiet music?	Can I identify when music gets louder/quieter and instant changes in dynamics?	Can I identify and use gradual changes in dynamics (crescendo/diminuendo)?	Can I use and recognise the main musical terms for dynamics (very loud (ff), loud (f), quiet (p), very quiet (pp)?	Can I use a full range of dynamics in my compositions and performances and begin to use them in notation?	Can I use a full range of dynamics in my compositions, using them correctly in notation?
Tempo Speed	Can I identify fast and slow, playing at different speeds?	Can I keep a steady beat (pulse) at fast or slow tempi?	Can I identify music that is slower than/faster than?	Can I change the tempo in pieces that I play or songs I sing?	Can I perform accurately at a full range of tempi?	Can I perform accurately at a full range of tempi including changes during a piece?
Timbre Quality of sound	Can I recognise the different sounds in instruments? Can I sort sound qualities eg metal, wood?	Can I recognise instrumental sounds when I hear them?	Can I recognise instrumental sounds including orchestral instruments?	Can I group instruments into sounds and families eg brass, woodwind, string	Can I identify instruments used for different musical styles?	Can I use particular sounds for an effect? Can I manipulate sounds for an effect using ICT?
Structure Sections	Can I recognise repeated patterns?	Can I identify the beginning, middle and end of a piece of music? Can I use echo or call and response?	Can I identify a verse and chorus in a song? Can I sequence parts of music?	Can I perform a round, paying attention as to when a part starts and a section that is next? Can I recognise an ABA structure?	Can I recognise Rondo (ABACADA) and explore this during my own compositions?	Can I sequence sections of music in songs, noticing repeats?
Texture Layers	Can I hear and identify layers of sounds?	Can I identify foreground and background sounds?	Can I hear the tune and accompaniment in a piece of music? Can I identify a repeating rhythm ostinato? Can I recognise how a round can cause different textures (beginning, middle, end)?	Can I recognise a solo and groups of instruments/voices? Can I recognise a solo, playing in unison, duet, trio or ensemble? Can I identify a repeating pitch ostinato?	Can I hear and contribute to part music and singing?	Can I vary the texture in my own compositions, thinking about chords and parts?

In order to assess impact - a guide

A plan, do, check, review approach is used. Progression over time is checked against curriculum expectations. Children are given opportunities to perform and teacher assessment is used against the scheme, Kapow.

Teachers are responsible for the regular assessment of their pupils against the Early Years Framework, National Curriculum and key skills, to judge the impact of teaching and learning in music.

Due to the practical and 'hands on' nature of music lessons, learning is evidenced via Microsoft SWAY (or Tapestry in EYFS). Teachers gather evidence during lessons, in the form of photos, videos or recorded feedback from discussion, to add to this. A class' music SWAY or a child's tapestry profile should show the journey through their music learning for that year.