



# Highcliffe St Mark Primary School

## Music Curriculum Overview



Subject Rationale— Music touches the very heart of our humanity and a sense of the wonder of music has touched human societies throughout history. Music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them.

### Topic Knowledge

EYFS curriculum listen attentively, move to and talk about music; sing in a group or on their own, increasingly matching the pitch and following the melody; sing a range of well-known nursery rhymes and songs; perform songs, rhymes and stories with others, and (when appropriate) try to move in time with music.

KS1 National Curriculum—Programme of Study 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.

KS2 National Curriculum—Programme of Study 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.

### Skills Progression

EYFS Children explore performing using their voice to sing or chant, clapping a short rhythmic pattern and make a range of sounds using their voices and instruments. They will appraise music, describing the sounds they hear and begin to express how music makes them feel.

KS1 Children follow a melody with their voice or an instrument; sing songs as an ensemble, increase or decrease a tempo when playing; create patterns of sounds and begin to compose short melodic patterns using two or three notes; associate sounds they hear with instruments; begin to recognise changes in timbre, dynamics and pitch; recognise and name different instruments by sight; use simple vocabulary to evaluate what they have listened to.

KS2 Children explore singing in a harmony; perform using notations and from memory; recognise that different notation serves different purposes; combine a group of beats; use a variety of different musical devices in their compositions (e.g. melody, rhythms and chords); choose the most appropriate tempo for a piece of music; describe, compare and evaluate music using musical vocabulary; consider how pieces of music may be interpreted in different ways sometimes according to venue and occasion.

### The Curriculum Sequence

EYFS  
Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

KS1  
Year 1: Introducing Beat, Adding Rhythm & Pitch, Introducing Tempo & Dynamics, Combining Pulse, Rhythm & Pitch, Having Fun with Improvisation, Explore Sound & Create a Story.  
Year 2: Exploring Simple Patterns, Focus on Dynamics & Tempo, Exploring Feelings Through Music, Inventing a Musical Story, Music that Makes You Dance, Exploring Improvisation

KS2  
Year 3: Developing Notation Skills, Enjoying Improvisation, Composing Using Your Imagination, Sharing Musical Experiences, Learning More about Musical Styles, Recognising Different Sounds  
Year 4: Interesting Time Signatures, Combining Elements to Make Music, Developing Pulse & Groove through Improvisation, Creating Simple Melodies Together, Connecting Notes and Feelings, Purpose, Identify and Expression in Music  
Year 5: Getting Started with Music Tech, Emotions & Musical Styles, Exploring Key & Time Signatures, Introducing Chords, Words Meaning and Expression, Identifying Important Musical Elements  
Year 6: Developing Melodic Phrases, Understanding Structure & Form, Gaining Confidence through Performance, Exploring Further Notation, Using Chords and Structure, Respecting Each Other through Composition.

### Central Substantive Concepts

Music progression will develop across 3 pillars: 'technical' development where pupils translate their intentions into sound through playing or singing; the 'constructive' pillar showing knowledge of bringing musical components together and the 'expressive' pillar focussing on the indefinable aspects of music: quality, meaning and creativity.

### Assessment

Lessons are formatively assessed by the teacher through observation, questioning and analysis of work. The children have verbal feedback every lesson with teachers, peers, self-assessment or whole class evaluation. Progress of process and outcomes informs future lessons.

### SEND

Learning is personalised with differentiation and a flexible approach, e.g. pre-teaching of concepts and fine motor practise. Play & exploration are valued.

### Links Across the Curriculum

Instrumental lessons are linked to topics, e.g. African drumming for Africa topic.

Subject Leader: Ashlea Jesson



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## Experiencing Music

### Subject Enhancements

How do children experience music in different contexts e.g. real life, trips, visits, their immediate environment

### Resources and Texts

What are the key resources that the children will encounter and explore throughout their time in our school?

### Key Vocabulary

#### EYFS

- Visiting performances
- Singing assemblies
- Christmas Musical Production

EYFS Use of Charanga and glockenspiels in class. The children will also explore using their body to create sounds and music.

EYFS pulse, rhythm, pitch, improvise, percussion, melody, high, low, fast, slow, beat, pattern.

#### KS1

- Visiting performances
- Singing assemblies
- Christmas Musical Production (both years)
- Year 2: African Drumming Day
- World Music Day celebrations

KS1 The children will explore and encounter a range of different musical pieces, instruments and genres through Charanga, including Mozart and Sergei Prokofiev. They will use the music room to create pieces of music using glockenspiels and percussion instruments and have access to Charanga YUMU music world at home.

KS1 pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination, electric, saxophone, trumpet, question and answer, dynamics, tempo, performance, Reggae, glockenspiel.

#### KS2

All: singing assemblies, a choir with opportunities to perform at local music venues, concert by students from Highcliffe School, World Music Day celebrations, streamed live Christmas performances.

Year 3: Christmas Musical Production

Year 4: Online ukulele tuition with instrument hire

Year 5: External visiting tutor for Samba Drumming with instrument hire

Year 6: Song composition workshop

KS2 The children will explore and encounter a wider variety musical pieces and genres through Charanga, including Handel and Tchaikovsky. They will have exposure to a wide range instruments during lesson time including a full range of percussion, recorders, glockenspiels and drums. The music room and computers/iPads will be used to create pieces of music and have access to Charanga YUMU music world at home.

Children will have an opportunity to take a Ukulele home for a term in y4, and access specific and tailored learning materials on Charanga.

KS2 structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, melody, texture, organ, backing vocals, riff, Reggae, pentatonic scale, Disco, solo, unison, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, vocal, piano, acoustic, percussion, birdsong, Rock, bridge, backbeat, amplifier, appraising, Bossa Nova, Swing, tune/head, note values, ballad, interlude, tag ending, strings, cover, Old-school Hip Hop, Rap, deck, loops, Funk, scratching, timbre, Soul, groove, line, brass section, harmony, indicators, dimensions of music, producer, Motown, Blues, Jazz, improvisation, ostinato, phrases, Urban Gospel.