



## Woodseaves CE Primary Academy Music Curriculum

### Whole School Aims:

During their time at Woodseaves CE Primary Academy we aim to develop children's musical skills so that they:

- Experience a rapidly widening repertoire, which they use to create original, imaginative, fluent and distinctive composing and performance work.
- 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.

### Key Stage Specific Content

Key Stage One	Key Stage 2
<ul style="list-style-type: none"><li>✓ Use their voices expressively by singing songs and speaking chants and rhymes.</li><li>✓ Play tuned and untuned instruments musically.</li><li>✓ Listen with concentration and understanding to a range of high quality live and recorded music</li><li>✓ Make and combine sounds using the inter-related dimensions of music</li></ul>	<ul style="list-style-type: none"><li>✓ Play and perform in solo and ensemble contexts, using voices and playing instruments with increasing accuracy, control and expression.</li><li>✓ Improvise and compose music using the inter-related dimensions separately and in combination.</li><li>✓ Listen with attention to detail and recall sounds with increasing aural memory</li><li>✓ Use and understand the basics of the staff and other musical notations.</li><li>✓ Appreciate and understand a range of high quality live and recorded music from different traditions and from great musicians and composers.</li><li>✓ Develop an understanding of the history of music</li></ul>



	KEY STAGE ONE	KEY STAGE TWO	
	Year 1/2	Year 3/4	Year 5/6
To Perform	<ul style="list-style-type: none"> <li>•Take part in singing, accurately following the melody.</li> <li>•Follow instructions on how and when to sing or play an instrument.</li> <li>•Make and control long and short sounds, using voice and instruments.</li> <li>•Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>•Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>•Maintain a simple part within a group.</li> <li>•Pronounce words within a song clearly.</li> <li>•Show control of voice.</li> <li>•Play notes on an instrument with care so that they are clear.</li> <li>•Perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>•Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skilful playing (instrument).</li> </ul>
To Compose	<ul style="list-style-type: none"> <li>•Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>•Compose and perform melodic songs.</li> <li>•Use sound to create abstract effects.</li> <li>•Create repeated patterns with a range of instruments.</li> <li>•Create accompaniments for tunes.</li> <li>•Use drones as accompaniments.</li> <li>•Choose, order, combine and control sounds to create an effect.</li> <li>•Use digital technologies to compose pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>•Create songs with verses and a chorus.</li> <li>•Create rhythmic patterns with an awareness of timbre and duration.</li> <li>•Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>•Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>•Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>•Convey the relationship between the lyrics and the melody.</li> <li>•Use digital technologies to compose, edit and refine pieces of music.</li> </ul>
To Transcribe	<ul style="list-style-type: none"> <li>•Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>•Devise non-standard symbols to indicate when to play and rest.</li> <li>•Recognise the notes EGBDF and FACE on the musical stave.</li> <li>•Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>•Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>•Read and create notes on the musical stave.</li> <li>•Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>•Understand and use the # (sharp) and ♭ (flat) symbols.</li> <li>•Use and understand simple time signatures.</li> </ul>



<p style="text-align: center;"><b>To Describe Music</b></p>	<ul style="list-style-type: none"><li>•Identify the beat of a tune.</li><li>•Recognise changes in timbre, dynamics and pitch.</li></ul>	<ul style="list-style-type: none"><li>•Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li><li>•Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li><li>•Understand layers of sounds and discuss their effect on mood and feelings.</li></ul>	<ul style="list-style-type: none"><li>•Choose from a wide range of musical vocabulary to accurately describe and appraise music including:<ul style="list-style-type: none"><li>o pitch</li><li>o dynamics</li><li>o tempo</li><li>o timbre</li><li>o texture</li><li>o lyrics and melody</li><li>o sense of occasion</li><li>o expressive</li><li>o solo</li><li>o rounds</li><li>o harmonies</li><li>o accompaniments</li><li>o drones</li><li>o cyclic patterns</li><li>o combination of musical elements</li><li>o cultural context.</li></ul></li><li>•Describe how lyrics often reflect the cultural context of music and have social meaning.</li></ul>
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