

## **Music Intent**

Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects many different cultures and societies from across the world and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can be a highly academic and demanding subject, with proven cross-curricular benefits in maths, literacy, science and other key subject areas. It is also important in helping children feel part of a community.

We have updated our music overview to reflect the changes in the new Model Music Curriculum, with a particular focus on a more diverse repertoire across all year groups.

### **At St Mary's, the aims of music teaching are to enable children to:**

- know and understand how sounds are made using our voices with progression of technique in singing;
- know how music is made through a variety of instruments;
- know how music is written down (formal, graphic notation)
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, improvising, composing and appreciating music;
- enjoy and appreciate a diverse and wide variety of musical styles;
- make and quantify judgements about the quality of music using technical vocabulary

## Topic and Skills Overview

| Reception   | Subject Rationale:  | Skills:   |
|-------------|---|---|
| <p>EYFS</p> | <p><b>Music in the EYFS is embedded in the areas of learning Understanding the World and Expressive Arts and Design. Pupils learn about discovering voice through simple songs and exploring instruments. They learn about hearing and creating simple changes in music. Pupils begin to sing together as a group and receive an early introduction into simple rhythm and pulse.</b></p> <p><b>This provides the children with a basis on which to build upon and develop their skills in all areas of music throughout their school life. It will also begin to instill in them a love for music and how it can make you feel and life your mood. This is so important.</b></p> <p><b>Music runs through St Mary’s School in countless ways so in addition to their music lessons, a love of music is nurtured in so many aspects of school life.</b></p> <p><b>Links to CST: Participation, Stewardship (Laudate Si) Thinking of everyone (expressing and nurturing our God given talents. Human Dignity</b></p> | <p><b>Early Learning Goals:</b></p> <p><b>Hearing and Listening:</b></p> <ul style="list-style-type: none"> <li>• Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.” ☹</li> <li>• Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.” ☹</li> <li>• Associates genres of music with characters and stories.</li> <li>• Anticipates changes in music, eg when music is going to get faster, louder, slower.</li> </ul> <p><b>Singing and Pitch:</b></p> <ul style="list-style-type: none"> <li>• Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. ☹</li> <li>• Able to sing the melodic shape (moving melody, eg up and down, down &amp; up) of familiar songs.</li> <li>• Sings entire songs – a diverse selection</li> <li>• May enjoy performing, solo and or in groups.</li> <li>• Internalises music, eg sings songs inside his or her head.</li> </ul> <p><b>Moving and Dancing:</b></p> <ul style="list-style-type: none"> <li>• Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. ☹</li> <li>• Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing.</li> </ul> |

|   |   |  |
|---|---|--|
|   |   | <ul style="list-style-type: none"> <li>• Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music.</li> <li>• Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs.</li> </ul> <p><b>Playing and exploring:</b></p> <ul style="list-style-type: none"> <li>• Creates music based on a theme eg creates the sounds of the seaside.</li> <li>• Finds and records sounds using recording devices.</li> <li>• Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops.</li> <li>• Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</li> <li>• Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.</li> <li>• Creates rhythms using instruments and body percussion.</li> <li>• May play along to the beat of the song they are singing or music being listened to.</li> <li>• May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.</li> <li>• Choreographs his or her own dances to familiar music, individually, in pairs/small groups.</li> </ul> |
| <b>Year One:</b>                          | <b>Subject Rationale:</b>   | <b>Skills:</b>   |
| <b>Autumn:</b><br><br><b>Musicianship</b> | <p><b>Pupils continue to develop their understanding of pulse and rhythm by playing a range of music games and simple practical activities to encourage and build confidence and increasing control when clapping and tapping simple rhythms.</b><br/> <b>Tea/Coffee/Milk/Juice rhythm words</b></p> <p><b>This prepares them for Year 2, when they will learn about creating more challenging rhythmical patterns.</b></p> | <p><b>Controlling Sounds through singing and playing (Play and Perform)</b></p> <ul style="list-style-type: none"> <li>• Use voices in different ways such as speaking, singing and chanting.</li> <li>• To create and choose sounds. To perform simple rhythmical patterns,(Ostinati) beginning to show an awareness of pulse.</li> <li>• Voice focus – Pentatonic Scale.</li> <li>• To think about others when performing.</li> </ul> <p><b>Creating and developing musical ideas (create and compose)</b></p> <ul style="list-style-type: none"> <li>• To know about and experiment with sounds</li> <li>• To recognise and explore how sounds can be organised.</li> </ul>   |





|  |   |  |
|--|---|--|
| <p><b>Singing/<br/>Performance</b></p>   | <p><b>Pupils experience and develop skills needed for performing in front of an audience in The Nativity.</b></p> <p><b>This prepares children for all performance opportunities across the curriculum and within school.</b></p> <p><b>Links to CST: Participation</b><br/><b>Thinking of everyone (expressing and nurturing our God given talents)</b></p>  | <ul style="list-style-type: none"> <li>• To understand how musical elements create different moods and effects.</li> <li>• To understand elements can change eg. Tempo</li> <li>• Confidently find pulse in 2/3/4 time signatures &amp; strong beat.</li> <li>• To confidently represent sounds with a range of symbols, shapes or marks – Graphic notation &amp; begin to recognise dot notation.</li> <li>• To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth - it would be good for a lullaby. Use diverse range of repertoire.</li> </ul> |
| <p><b>Spring:<br/>Musicianship</b></p> <p><b>Composition</b></p> <p><b>Listening</b></p> | <p><b>Pupils deepen understanding of Pulse.</b><br/><b>Understand that speed of pulse can change (Tempo)</b><br/><b>Group beats in 2/3/4 and tap strongest beat.</b><br/><b>Independently identify the pulse (beginning of time signature)</b></p> <p><b>This prepares them for Year 5 when they will look at Samba rhythms will a strong focus on pulse and strong beats.</b></p> <p><b>Composition: Using film trailer 'Up' create a piece of music using a range of musical elements.</b></p> <p><b>This prepares them for Year 3,4, 5 &amp; 6 when looking at changing elements in music and why this is important.</b></p> <p><b>Listening to and watching live performances and beginning to critically analyse. Use correct vocabulary</b><br/><b>Begin to notice and describe properties of instruments</b><br/><b>Talk about layering – begin to understand why it is used.(Texture)</b></p> |  |

|   |  |  |
|---|--|--|
|   | <p>This prepares them for Year 3 when they will look closely at properties of instruments and why they are used for specific roles. (Peter &amp; the Wolf).</p> <p>This may run over into start of Summer term.</p>  |  |
| <p>Summer:<br/>Singing/<br/>Performance</p> <p>Musicianship &amp;<br/>Composition</p> | <p><b>The Choir: Learn to sing effectively as part of a larger ensemble. Recognise 3 notes using dot notation Do, rei, mi sing and play on tuned instrument</b></p> <p>This prepares children for various musical performances throughout the school years and increased technical ability in singing.</p> <p>Links to CST: Participation, expressing and nurturing our God given talents</p> <p><b>Pupils learn about structure in the form of 'Call &amp; Response'. Using rhythm phrases and moving on to melodic phrases, children structure their ideas to form 'Call &amp; Response'.</b></p> <p>This deepens their knowledge of rhythm and accuracy in their composition ideas. This also prepares them for Year 4 when they learn about AABA structure in music.</p> |  |

| Year Three   | Subject Rationale:   | Skills:  |
|--|--|--|
| <p><b>Autumn:</b></p> <p><b>Musicianship</b></p> <p><b>Singing/Perform</b></p>             | <p><b>Pupils create and play challenging 'fruit Rhythms' to further develop rhythmic control and sense of pulse.</b></p> <p>This prepares them for Year 4 where they will layer rhythms in the style of rhythmic group 'Stomp' and Year 5 where they learn Samba.</p> <p><b>Pupils learn a number of Christmas songs to performance level for the school carol service.</b></p> <p>This prepares them for all performance opportunities within school life.</p> <p>Links to CST: Participation, (expressing and nurturing our God given talents)</p>   | <p><b>Controlling Sounds through singing and playing (Play and Perform)</b></p> <ul style="list-style-type: none"> <li>To sing in unison, confidently and accurately in pitch.</li> <li>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</li> <li>Perform in piano and forte (know the vocabulary).</li> <li>Clap a steady beat confidently.</li> <li>To think about others while performing.</li> </ul> <p><b>Creating and developing musical ideas (create and compose)</b></p> <ul style="list-style-type: none"> <li>Creating and developing musical ideas (create and compose)</li> <li>To create simple rhythmic patterns that use a small range of notes</li> <li>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</li> <li>Improvise a response – rhythm &amp; pitch.</li> </ul> <p><b>Responding and reviewing appraising skills</b></p> <ul style="list-style-type: none"> <li>To explore and comment on the ways sounds can be used expressively.</li> <li>To comment on the effectiveness of own work, identifying and making improvements.</li> </ul> |
| <p><b>Spring:</b></p> <p><b>Listening</b></p> <p><b>Musicianship &amp; Performance</b></p> | <p><b>Pupils use Peter and the Wolf; instrumental roles to deepen understanding of properties of specific instruments and develop their understanding of using different sounds to create different effects.</b></p> <p>This prepares them for Year 4 where they will use these skills to create their own music for a film trailer.</p> <p><b>Pupils begin to learn to recognise formal pitched notation using tuned instruments such as: recorder, xylophone, piano - Mainly Recorder to be used.</b></p> <p>This prepares them for years 4,5 &amp; 6 where they will build upon this skill.</p> | <p><b>Listening and applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>To listen with attention and begin to recall sounds.</li> <li>To begin to understand how different musical elements are combined and used to create an effect.</li> <li>To begin to recognise simple notations to represent music, including pitch and volume.</li> <li>Respond to art/story stimulus</li> <li>Do, Rei, Me note names.</li> <li>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</li> </ul>   |

|  |   |  |
|--|---|--|
|  | <p>Links to CST: Participation</p>  |  |
| <p><b>Summer:</b></p> <p><b>Listening &amp; Composition</b></p>                                  | <p><b>Recorder continued for first half term.</b></p> <p><b>2 lessons: Pupils learn about and compare composers Mozart &amp; Chevalier de Saint-Georges using specific musical elements to create a certain mood – like Mozart did in his compositions. Using percussion &amp; tuned instruments to create and play these moods.</b></p> <p>Links to CST: Everyone is special</p> <p>This prepares them for Year 6 when they look at composers through history.</p>                                       |  |
| <b>Topics</b>  | <b>Year Four</b>  | <b>Skills:</b>   |
| <p><b>Autumn:</b></p> <p><b>Musicianship &amp; Composition</b></p> <p><b>Singing/Perform</b></p> | <p><b>Pupils review duration of 4 basic notes and use of dynamics to consolidate previous learning. Stomp used for improvisation &amp; body percussion.</b></p> <p><b>Through consolidating previous learning, children are prepared for a deeper look into rhythm and pulse and improving their own composition and performance skills as a result.</b></p> <p><b>Pupils learn a number of Christmas songs to performance level for the school carol service.</b></p> <p>Links to CST: Participation</p> | <p><b>Controlling Sounds through singing and playing (Play and Perform)</b></p> <ul style="list-style-type: none"> <li>To sing in unison maintaining the correct pitch and using increasing expression.</li> <li>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</li> <li>To produce legato &amp; staccato sounds (smooth &amp; sharp)</li> <li>To think about others while performing.</li> <li>Creating and developing musical ideas (create and compose)</li> </ul> <p><b>Creating and developing musical ideas (create and compose)</b></p> <ul style="list-style-type: none"> <li>To create rhythmical and simple melodic patterns using an increased number of notes.</li> <li>Improvise on instrument and voice using 5 notes. (Do-so)</li> <li>Introduce Major &amp; Minor chords – link to mood.</li> <li>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. (Structure &amp; texture)</li> </ul> <p><b>Responding and reviewing appraising skills</b></p> |

|  |  |  |
|--|--|--|
|  | <p><b>This prepares them further for the performance opportunities across school life.</b></p>   | <ul style="list-style-type: none"> <li>• To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</li> <li>• To comment on the effectiveness of won work, identifying and making improvements based on its intended outcome.</li> </ul> <p><b><i>Listening and applying knowledge and understanding</i></b></p>  |
| <p><b>Spring:<br/>Composition</b></p> <p><b>Listening &amp; Musicianship</b></p> | <p><b>Pupils explore the process of combining and layering sounds using a range of instruments and voice. Pupils compose music to fit a scene from Harry Potter using formal notation and correct vocabulary to write down their ideas. Introduce major and minor chords.</b></p> <p><b>Both of the above will prepare them for Year 5 when they will learn how to play Samba using a range of percussive instruments and Year 6 where they will be building triads.</b></p> <p><b>Pupils develop their critical thinking and music appreciation skills by listening to a range of music from different genres focusing on structure of form. They will use their increased bank of vocabulary to form and voice their own opinion of a piece of music and make comparisons between the different pieces while understanding structure of music eg AABA.</b></p> <p><b>This prepares them for Year 6 where they will learn about the features of music in from Early Music and Renaissance through to Modern Music.</b></p> <p><b>This prepares them for Year 5 &amp; 6 where they will use this knowledge of musical structure for own composition.</b></p> | <ul style="list-style-type: none"> <li>• To listen to and recall patterns of sounds with increasing accuracy.</li> <li>• To understand how different musical elements are combined and used expressively.</li> <li>• To understand and begin to use established and invented musical notations to represent music.</li> <li>• Read and follow performance directions such as acc. rall. (in addition to cresc &amp; Decresc (&lt; &gt;))</li> <li>• To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians – diverse selection of repertoire.</li> </ul> |

|  |   |  |
|--|---|--|
| <p><b>Musicanship</b></p>              | <p><b>Re-visit major and minor chords in piano accompaniment to songs.</b></p> <p>This prepares them for Year 6 where they will be creating triads/chords.</p>  |  |
| <p><b>Summer:<br/>Musicianship</b></p> | <p><b>Pupils continue to recognise formal pitched notation using tuned instruments such as: recorder, xylophone, piano &amp; own instruments. Also using some percussion instruments. Particular use of the recorder.</b></p> <p>This prepares them for years 5 and 6 where they will develop their understanding of pitched notation further and use it within their own compositions.</p> |  |
| <p><b>Topics</b></p>                   | <p><b>Year Five</b></p>   | <p><b>Skills</b></p>   |
| <p><b>Autumn:<br/>Musicianship</b></p> | <p><b>Pupils gain a deeper understanding of note values and the staff. Pitch and duration including dotted crotchet and minim and introducing semi quaver.</b></p> <p>This both consolidates and develops previous learning and strengthens understanding of rhythm, pitch and elements of music.</p> <p><b>Black History Month: music as a tool for social justice.</b></p>                | <p><b>Controlling Sounds through singing and playing (Play and Perform)</b></p> <ul style="list-style-type: none"> <li>To sing in unison with clear diction, controlled pitch and sense of phrase.</li> <li>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</li> <li>To maintain my own part and be aware how the different parts fit together.</li> </ul> <p><b>Creating and developing musical ideas (create and compose)</b></p> <ul style="list-style-type: none"> <li>To create increasingly complicated rhythmic and melodic phrases within given structures.</li> <li>To improvise over a drone</li> <li>Understand how simple triads (chords) are formed and create own sequence.</li> </ul> |

|  |   |   |
|--|---|---|
| <p><b>Singing/Perform</b></p>                                      | <p><b>Pupils learn a number of Christmas songs to performance level for the school carol service.</b></p> <p><b>Links to CST: Participation</b></p> <p><b>This prepares them further for the performance opportunities across school life.</b></p>  | <p><b>Responding and reviewing appraising skills</b></p> <ul style="list-style-type: none"> <li>• To describe, compare and evaluate different types of music beginning to use musical words.</li> <li>• To comment on the success of own and others work, suggesting improvements based on intended outcomes.</li> </ul> <p><b>Listening and applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• To listen to and recall a range of sounds and patterns of sounds confidently.</li> <li>• To begin to identify the relationship between sounds and how music can reflect different meanings.</li> <li>• To recognise and use a range of musical notations including staff notation.</li> <li>• To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</li> </ul> |
| <p><b>Spring:</b></p> <p><b>Musicianship &amp; Performance</b></p> | <p><b>Pupils take part in a succession of Samba Lessons involving the exploration and experimenting of a new instrument, as well as the deepening understanding of rhythm, pulse and texture.</b></p> <p><b>Links to CST: Participation</b></p> <p><b>This consolidates previous learning on rhythm, pulse, texture and following performance directions. This also prepares them for Year 6 where they will continue their Samba for a further term and review formal notation and rhythm patterns.</b></p>  |   |
| <p><b>Summer:</b></p> <p><b>Singing/Perform</b></p>                | <p><b>Pupils are given an 'in depth' course on singing for performance. Areas including, singing as an ensemble, singing in harmony/parts, expression, diction and clarity of tone, projection, and an awareness of audience will be developed.</b></p> <p><b>Links to CST: Participation</b><br/> <b>Human Dignity</b><br/> <b>Thinking of everyone</b></p> <p><b>This will prepare them for Year 6 both within the curriculum and performances in all areas of school life, especially the school carol service which they take the leading role.</b></p> |   |

| Topics  | Year Six  | Skills  |
|---|---|---|
| <p><b>Autumn:</b></p> <p><b>Listening</b></p> <p><b>Singing/Perform</b></p> | <p><b>Samba – Children complete their samba course this term.</b></p> <p><b>Pupils explore and learn about War Time Songs. They will look at the style of song both musically and lyrically.</b></p> <p><b>Cross Curricular Links with English (poetry) and History WW2</b></p> <p><b>This will prepare them for Secondary School lyric writing and song composition.</b></p> <p><b>Pupils prepare to lead the school Christmas Carol Service as the oldest children in the school. They will develop and build on their singing skills learnt in the summer term of Year 5.</b></p> <p><b>CST Links: participation, Stewardship, Solidarity, Preferential option for the poor (visiting Almshouses)</b></p> <p><b>This will enable the children to build upon and improve further their vocal skills from Year 5 and prepare them further for their summer production in particular at the end of this year.</b></p> | <p><b>Controlling Sounds through singing and playing (Play and Perform)</b></p> <ul style="list-style-type: none"> <li>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</li> <li>To play and perform with accuracy, fluency, control and expression</li> <li>To think about the audience when performing and how to create a specific effect.</li> </ul> <p><b>Creating and developing musical ideas (create and compose)</b></p> <ul style="list-style-type: none"> <li>Compose 8/16 beat melodic phrase incorporating rhythmic interest and variety.</li> <li>Compose music with multiple section by developing ideas within a range of given musical structures.</li> <li>Create chord sequences to accompany a melody. (online keyboard &amp; piano performance).</li> </ul> <p><b>Responding and reviewing appraising skills</b></p> <ul style="list-style-type: none"> <li>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.</li> <li>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</li> </ul> <p><b>Listening and applying knowledge and understanding</b></p> |
| <p><b>Spring:</b></p> <p><b>Musicianship</b></p>                            | <p><b>Pupils will have a review of formal notation, creating rhythms and showing increased accuracy and control using tuned and untuned instruments.</b></p>  | <ul style="list-style-type: none"> <li>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</li> <li>To identify and explore the relationship between sounds and how music can reflect different meanings.</li> <li>To use and apply a range of musical notations including staff notation to plan, revise and refine musical material.</li> </ul>  |



