



At OLSP, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life long love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum)

Skills

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have opportunities to play a wide variety of instruments
- Have different opportunities to take part in performances

	COMPONENTS of KNOWLEDGE							
	30-50	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
*Performance	<p><u>Vocal</u></p> <p>Pupils can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p><u>Instrumental</u></p> <p>Pupils can show control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it</p>	<p><u>Vocal</u></p> <p>Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p> <p><u>Instrumental</u></p> <p>Pupils can play 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.</p>	<p><u>Vocal</u></p> <p>Pupils sing simple songs from memory.</p> <p><u>Instrumental</u></p> <p>Pupils begin to use correct technique for a range of percussion instruments.</p> <p>Pupils keep a steady beat and copy simple rhythm patterns.</p>	<p><u>Vocal</u></p> <p>Pupils sing songs, rounds and chants and use simple vocal patterns as accompaniments.</p> <p><u>Instrumental</u></p> <p>Pupils use correct technique for a range of percussion instruments.</p> <p>Pupils choose and play patterns with increasing confidence.</p>	<p><u>Vocal</u></p> <p>Pupils sing rounds and partner songs, with awareness of own part.</p> <p><u>Instrumental</u></p> <p>Pupils use correct technique for a range of percussion instruments, keyboards, plus own instruments if applicable.</p> <p>Pupils copy and match simple patterns.</p>	<p><u>Vocal</u></p> <p>Pupils sing rounds and partner songs, maintaining own part.</p> <p><u>Instrumental</u></p> <p>Pupils maintain rhythmic and melodic ostinati.</p> <p>Pupils maintain an independent part within a group, using controlled playing techniques.</p>	<p><u>Vocal</u></p> <p>Pupils sing simple part songs with control and an awareness of phrasing.</p> <p><u>Instrumental</u></p> <p>Pupils play simple parts with accuracy.</p> <p>Pupils accurately maintain an independent part within a group, using controlled playing techniques.</p>	<p><u>Vocal</u></p> <p>Pupils confidently sing part songs with control, expression and an awareness of phrasing.</p> <p><u>Instrumental</u></p> <p>Pupils play simple parts with accuracy and awareness of pitch, dynamics and balance.</p> <p>Pupils accurately maintain an independent part within a group, using</p>



	with a beater with the other	Keep a steady beat whilst playing instruments.						controlled playing techniques with awareness of the occasion and purpose.
Vocabulary	Repeat, Fast, Slow, Loud, Soft	Steady Beat, Pattern, Chant	High, Low, steady beat, repetition	Pitch, Dynamic, Tempo, Rest	Ostinato, Speed up/slow down, crescendo,	Improvise, Ensemble, decrescendo	Notation, Posture Projection, Expression	Accompaniments, Audience, Venue
*Composition and improvisation	<p>Pupils add sound effects to stories using instruments.</p> <p>Pupils listen and respond to others in pair/group music making.</p>	<p>Pupils can create music based on a theme eg create the sounds of the seaside</p> <p>Creates music based on a theme eg creates the sounds of the seaside</p>	<p>Pupils choose, create and order sounds for different purposes.</p> <p>Pupils choose, create and remember higher and lower sound patterns.</p>	<p>Pupils choose, create and remember higher and lower sound patterns and compose simple rhythmic ideas.</p> <p>Pupils invent symbols to represent sounds.</p>	<p>Pupils choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.</p> <p>Within a group, Pupils create and play layered music with an awareness of how the layers fit together.</p> <p>Pupils represent sounds with symbols.</p> <p>Pupils begin to recognise and use different rhythms and that positioning represents pitch.</p>	<p>Pupils improvise and compose within known structures featuring musical changes.</p> <p>Pupils improvise and compose with an awareness of context and purpose.</p> <p>Pupils recognise and use simple rhythms and a limited number of pitches.</p>	<p>Pupils improvise and compose including the use of simple chord structures.</p> <p>Pupils improvise, compose and refine with an awareness of context and purpose.</p> <p>Pupils represent sounds with detailed symbols.</p> <p>Pupils recognise and use simple rhythms, rests and a limited number of pitches.</p>	<p>Pupils improvise and compose including the use of scales, complex rhythm patterns and chord structures.</p> <p>Within a group, Pupils create and play with an awareness of balance.</p> <p>Pupils represent sounds with detailed symbols including understanding the use of the treble clef.</p> <p>Pupils recognise and use simple rhythms, rests and an increased number of pitches including understanding time signatures.</p>
Vocabulary	Fast, Slow, Loud Soft	Beat, Pattern, Repetition	Pitch, High, Low, Steady beat, melody	Dynamic, Crescendo, De-crescendo, Tempo, Rest	Layers, Notation, Ostinati	Improvise, Pitch, Gradual, Sudden	Chords, Wide/narrow range, Scale	Accompaniment, Beats in a bar, structure (verse/chorus)



<p>*Listening and understanding</p>	<p>Pupils describe the sound of instruments eg scratchy sound, soft sound.</p>	<p>Pupils think abstractly about music and expresses this physically or verbally eg "This music sounds like floating on a boat." "This music sounds like dinosaurs." Pupils distinguish and describe changes in music and compare 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."</p>	<p>Respond to changes in character through movement, words or pictures. Talk about music heard with appropriate vocabulary, giving opinions.</p>	<p>Respond to changes in mood through movement, words or pictures. Give opinions, justifying musical ideas with appropriate vocabulary.</p>	<p>Develop an awareness of the music's context and purpose. Identify some of the structural and expressive aspects of music heard Identify instruments heard and how they are played.</p>	<p>Listen to music with layered parts, noticing how the layers fit together. Develop an awareness of the music's context, purpose and the composer's intent. Identify some of the structural and expressive aspects of music heard (e.g. rhythmic ostinato on the drum). Give opinions, using appropriate musical vocabulary to justify these</p>	<p>Listen to music with a variety of textures, noticing different types of harmony. Compare and contrast different music, with an awareness of the music's context, purpose and the composer's intent. Identify some of the structural and expressive aspects of music heard (e.g. different chords used). Identify different ensemble combinations, instruments heard and their role within the ensemble (e.g. ostinato; melody).</p>	<p>Listen to music with a range of different metres. Identify some of the structural and expressive aspects of music heard (e.g. chromatic scales used in the melody). Give opinions, using appropriate and extended vocabulary to justify these.</p>
<p>Vocabulary</p>	<p>Timbral terms, eg: soft, scratchy, squeaky</p>	<p>Fast, slow, loud, soft</p>	<p>Pitch, High, low, repetition, gradual, sudden</p>	<p>Rhythm, Tempo, Accelerate, Slow down</p>	<p>Instrument families: Strings, Woodwing, Brass, Percussion, Orchestra</p>	<p>Dynamics, Tempo, Pitch</p>	<p>Chords, Happy, Sad</p>	<p>Beats in bar, ostinati, repetition</p>
<p>Dimensions (Inter related dimensions of music)</p>	<p>Pupils will: Pitch: listen to high and low sounds Duration: Recognise a steady beat. Dynamics: Recognise Loud and quiet.</p>	<p>Pupils will: Pitch: recognise high and low sounds Duration: copy a simple steady beat Dynamics: Recognise Loud and quiet and changes in dynamics</p>	<p>Pupils will: Pitch: recognise and respond to high and low sounds. Duration: recognise and respond to steady beats and patterns of long and short sounds.</p>	<p>Pupils will: Pitch: recognise and respond to higher and lower sounds and general shapes of melodies; begin to recognise steps, leaps and repeated notes.</p>	<p>Pupils will: Pitch: identify steps, leaps and repeated notes in melodies. Duration: begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</p>	<p>Pupils will: Pitch: identify melodic shape and different scale patterns (pentatonic, major and minor). Duration: understand 2, 3 and 4 metre and how</p>	<p>Pupils will: Pitch: identify a range of different scale patterns (pentatonic, major and minor, chromatic). Duration: understand more complex rhythms</p>	<p>Pupils will: Pitch: identify a range of different scale patterns (pentatonic, major and minor, chromatic, modes, raga). Duration: understand more</p>



	<p>Tempo: Listen to different tempi</p> <p>Timbre: Listen to a range of sounds.</p> <p>Texture: Listen to and respond to one sound.</p> <p>Structure: Understand that a piece of music/song has a beginning, middle and end.</p>	<p>Tempo: Recognise faster and slower</p> <p>Timbre: Describe the character of a sound, eg smooth sound, spiky sound, scratchy sound.</p> <p>Texture: Listen to and respond to one sound and to several sounds.</p> <p>Structure: Understand how a piece of music/song is built up, eg verse-chorus-verse-chorus</p>	<p>Dynamics: Recognise different dynamics including silence</p> <p>Tempo: Recognise and describe a range of tempi</p> <p>Timbre: Identify families of school percussion instruments and their properties by sound.</p> <p>Texture: Recognise and respond to one sound and to many sounds.</p> <p>Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition.</p>	<p>Duration: recognise, respond and distinguish between beat and rhythm. Understand that rhythmic patterns fit to the beat.</p> <p>Dynamics: Recognise a range of different dynamics including silence</p> <p>Tempo: Describe the effect of changing tempi</p> <p>Timbre: Identify the way sounds are made.</p> <p>Texture: Recognise and respond to different layers in music.</p> <p>Structure: Understand and identify repetition and contrast.</p>	<p>Dynamics: Understand getting louder and quieter in finer graduations.</p> <p>Tempo: Understand getting faster and slower</p> <p>Timbre: Identify a range of percussion and non-percussion instruments by name and the way they are played.</p> <p>Texture: Recognise different combinations of layers in music.</p> <p>Structure: Develop understanding of repetition (e.g. ostinato) and contrast (e.g. verse/chorus) structures.</p>	<p>rhythms fit into a steady beat.</p> <p>Dynamics: Identify getting louder and quieter.</p> <p>Tempo: Understand getting faster and slower in finer graduations.</p> <p>Timbre: Identify a wide range of non-percussion instruments by name and the way they are played.</p> <p>Texture: Identify solo, unison, drone, layers and simple harmony (e.g. drone; melodic ostinati).</p> <p>Structure: Develop understanding of conventional musical structures (e.g. rondo, theme and variations, drone/ostinato).</p>	<p>and metres, e.g. counting in 6 or 8.</p> <p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how a range of tempi can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments and different ensemble combinations (e.g. samba band, orchestra, choir).</p> <p>Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment).</p> <p>Structure: Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs).</p>	<p>complex rhythms and metres, e.g. counting in 6, 8, 5 or 7.</p> <p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments and different ensemble combinations (e.g. jazz band, orchestra, choir, blues group).</p> <p>Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment), and how they can be used for effect.</p> <p>Structure: Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs, 12 bar blues).</p>
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