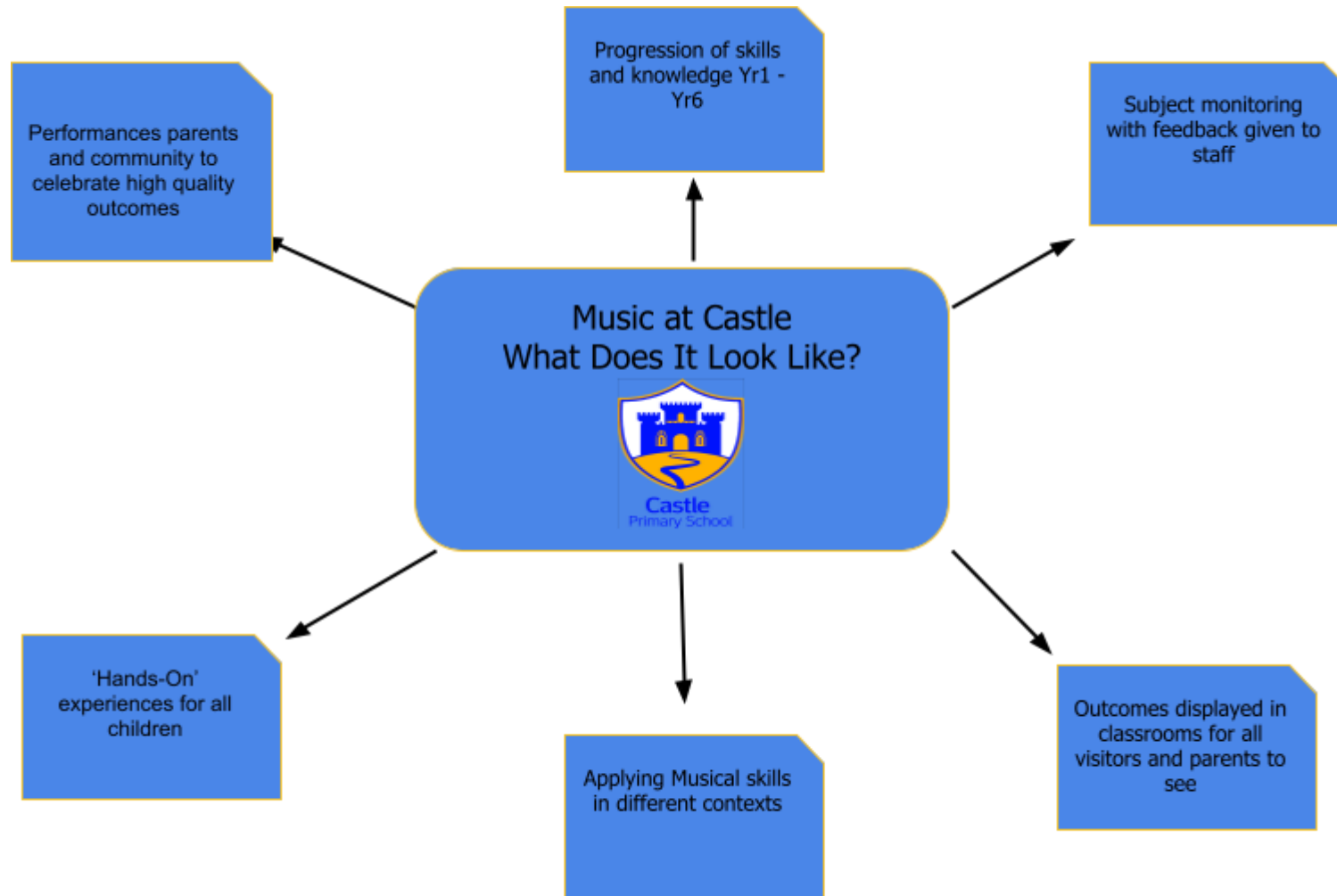


Together We're Stronger...



## Castle Primary School Music Curriculum 2021



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<b>Purpose of study (from the National Curriculum)</b>	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.
<b>Aims</b>	The national curriculum for music aims to ensure that all pupils: <ul data-bbox="349 600 1910 855" style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• 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.</li></ul>
<b>In KS1:</b>	Pupils should be taught to: <ul data-bbox="349 983 1910 1142" style="list-style-type: none"><li>• use their voices expressively and creatively 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>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>
<b>In KS2:</b>	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: <ul data-bbox="349 1398 1910 1481" style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li></ul>



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	<ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>	
Year Group	What key concepts do we want children to know and remember in this subject?	What key skills do we want children to discover in order to become musicians?
Year 1	<ul style="list-style-type: none"> <li><b>Use voices expressively.</b></li> <li><b>Play tuned and untuned instruments.</b></li> <li><b>Rehearse and perform with others.</b></li> <li><b>Create musical patterns</b></li> <li><b>Explore, choose and organise sounds and musical ideas.</b></li> <li><b>Explore and express ideas and feelings about music using movement, dance and expressive &amp; musical language.</b></li> <li><b>To make improvements to my own work.</b></li> <li><b>To listen with concentration and recall sounds within increasing aural memory.</b></li> <li><b>To know how the combined musical elements of pitch, duration, dynamics,tempo, tembre, texture and silence can be organised and used expressively within simple structures.</b></li> <li><b>To understand the sounds can be made in different ways and described using given and invented signs and symbols.</b></li> <li><b>To know how music is used for particular purposes.</b></li> </ul>	<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.</li> <li>To perform simple rhythmical patterns, beginning to show an awareness of pulse.</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> <li>To identify and organise sounds using simple criteria e.g. loud, soft, high low.</li> </ul> <p><b>Responding and reviewing appraising skills</b></p> <ul style="list-style-type: none"> <li>To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.</li> <li>To think about and make simple suggestions about whatcould make their own work better. E.g. play faster or louder.</li> </ul> <p><b>Listening and applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>To begin to identify simple repeated patterns and follow basic musical instructions.</li> <li>To begin to understand that musical elements that musical elements.</li> <li>To begin to represent sounds with simple sounds including shapes and marks.</li> <li>To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby</li> </ul>



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		or Wedding march.
Year Group	What key concepts do we want children to know and remember in this subject?	What key skills do we want children to discover in order to become performers?
Year 2	<ul style="list-style-type: none"> <li>• Use voices expressively.</li> <li>• Play tuned and untuned instruments.</li> <li>• Rehearse and perform with others</li> </ul> <ul style="list-style-type: none"> <li>• Create musical patterns</li> <li>• Explore, choose and organise sounds and musical ideas</li> </ul> <ul style="list-style-type: none"> <li>• Explore and express ideas and feelings about music using movement, dance and expressive &amp; musical languages.</li> <li>• To make improvements to my own work.</li> </ul> <ul style="list-style-type: none"> <li>• To listen with concentration and recall sounds within increasing aural memory.</li> <li>• To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</li> <li>• To understand the sounds can be made in different ways and described using given and invented signs and symbols.</li> <li>• To know how music is used for particular purposes.</li> </ul>	<p><b>Controlling Sounds through singing and playing (Play and Perform)</b></p> <ul style="list-style-type: none"> <li>• Use voices expressively and creatively.</li> <li>• To sing with the sense of shape of the melody.</li> <li>• To create and choose sounds for a specific effect.</li> <li>• To perform rhythmical patterns and accompaniments, keeping a steady pulse.</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>• Repeat short rhythmic and melodic patterns.</li> <li>• To Begin to explore and choose and order sounds using the inter-related dimensions of music.</li> </ul> <p><b>Responding and reviewing appraising skills</b></p> <ul style="list-style-type: none"> <li>• To respond to different moods in music and explain thinking about changes in sound.</li> <li>• To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</li> </ul> <p><b>Listening and applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• To identify and recognise repeated patterns and follow a wider range of musical instructions.</li> <li>• To understand how musical elements create different moods and effects.</li> <li>• To confidently represent sounds with a range of symbols shapes or marks.</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 so it would be good for a lullaby.</li> </ul>



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<b>Year Group</b>	<b>What key concepts do we want children to know and remember in this subject?</b>	<b>What key skills do we want children to discover in order to become performers?</b>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>● <b>Sing songs in unison and two parts.</b></li> <li>● <b>To play tuned and untuned instruments with control and accuracy.</b></li> <li>● <b>To practise, rehearse and present performances with an awareness of the audience.</b></li>   <li>● <b>Improvise, developing rhythmic and melodic material when performing</b></li> <li>● <b>Explore, choose, combine and organise musical ideas with musical structures.</b></li>   <li>● <b>Analyse and compare sounds</b></li> <li>● <b>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.</b></li> <li>● <b>To reflect on and improve own and others work in relation to its intended effect.</b></li>   <li>● <b>To listen with attention to detail and to internalize and recall sounds.</b></li> <li>● <b>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</b></li> <li>● <b>To know that music is produced in different ways and described through relevant established and invented notations.</b></li> <li>● <b>To understand how time and place can influence the way music is created.</b></li> </ul>	<p><b>Controlling Sounds through singing and playing (Play and Perform)</b>                      To sing in unison, becoming aware of pitch.                      To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.                      To think about others while performing.</p> <p><b>Creating and developing musical ideas (Create and Compose)</b>                      To create simple rhythmical patterns that use a small range of notes.                      To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p> <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 improvement</li> </ul> <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>● To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</li> </ul>



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Year Group	What key concepts do we want children to know and remember in this subject?	What key skills do we want children to discover in order to become performers?
Year 4	<ul style="list-style-type: none"> <li>● <b>Sing songs in unison and two parts.</b></li> <li>● <b>To play tuned and untuned instruments with control and accuracy.</b></li> <li>● <b>To practise, rehearse and present performances with an awareness of the audience.</b></li>   <li>● <b>Improvise, developing rhythmic and melodic material when performing</b></li> <li>● <b>Explore, choose, combine and organise musical ideas with musical structures.</b></li>   <li>● <b>Analyse and compare sounds</b></li> <li>● <b>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.</b></li> <li>● <b>To reflect on and improve own and others work in relation to its intended effect</b></li>   <li>● <b>To listen with attention to detail and to internalize and recall sounds.</b></li> <li>● <b>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</b></li> <li>● <b>To know that music is produced in different ways and described through relevant established and invented notations.</b></li> <li>● <b>To understand how time and place can influence the way music is created.</b></li> </ul>	<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 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>● To create rhythmical and simple melodic patterns using an increased number of notes.</li> <li>● To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</li> </ul> <p><b>Responding and reviewing appraising skills</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>Listening and applying knowledge and understanding</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> </ul>



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		<ul style="list-style-type: none"> <li>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</li> </ul>
Year Group	What key concepts do we want children to know and remember in this subject?	What key skills do we want children to discover in order to become performers?
Year 5	<ul style="list-style-type: none"> <li><b>Sing songs in unison and two parts.</b></li> <li><b>To play tuned and untuned instruments with control and accuracy.</b></li> <li><b>To practise, rehearse and present performances with an awareness of the audience.</b></li>   <li><b>Improvise, developing rhythmic and melodic material when performing</b></li> <li><b>Explore, choose, combine and organise musical ideas with musical structures.</b></li>   <li><b>Analyse and compare sounds</b></li> <li><b>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.</b></li> <li><b>To reflect on and improve own and others work in relation to its intended effect</b></li>   <li><b>To listen with attention to detail and to internalize and recall sounds.</b></li> <li><b>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</b></li> </ul>	<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> </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 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>



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	<ul style="list-style-type: none"> <li>• <b>To know that music is produced in different ways and described through relevant established and invented notations.</b></li> <li>• <b>To understand how time and place can influence the way music is created.</b></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>Year Group</b></p>	<p><b>What key concepts do we want children to know and remember in this subject?</b></p>	<p><b>What key skills do we want children to discover in order to become performers?</b></p>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• <b>Sing songs in unison and two parts.</b></li> <li>• <b>To play tuned and untuned instruments with control and accuracy.</b></li> <li>• <b>To practise, rehearse and present performances with an awareness of the audience.</b></li>   <li>• <b>Improvise, developing rhythmic and melodic material when performing</b></li> <li>• <b>Explore, choose, combine and organise musical ideas with musical structures.</b></li>   <li>• <b>Analyse and compare sounds</b></li> <li>• <b>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.</b></li> <li>• <b>To reflect on and improve own and others work in relation to its intended effect</b></li> </ul>	<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>• To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</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> </ul>



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- **To listen with attention to detail and to internalize and recall sounds.**
- **To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.**
- **To know that music is produced in different ways and described through relevant established and invented**

**notations.  
To understand how time and place can influence the way music is created.**

- To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

**Listening and applying knowledge and understanding**

- To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
- To identify and explore the relationship between sounds and how music can reflect different meanings.
- To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
- To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.