



Yew Tree Primary School

MUSIC CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Music <ul style="list-style-type: none"> • High quality music in our curriculum should inspire children to want to listening to and perform music of various styles. It opens their minds to genres of music that they may not have been exposed to previously. • Our music curriculum is designed to help pupils to gain a coherent knowledge and understanding of music – both modern and classical. • Pupils will develop a wide-ranging musical vocabulary which includes the inter-related dimensions of music. • Our music curriculum helps pupils to develop an understanding of how music has changed and what the catalysts for this change were. • Pupils will be able to communicate musically both instrumentally and vocally.
	Curriculum Objectives	<ul style="list-style-type: none"> • To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement. 	



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Music Key Skills Progression

Strand	Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Play and Performing	Using Voice expressively.	To sing a wide range of well known nursery rhymes To sing the pitch of a tone sung by another person ('pitch match')	To sing a large repertoire of songs. To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody.	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
	Instrumental (tuned and untuned)	To explore and learn how sounds are made from different instruments. To explore and experiment with body percussion.	To play instruments with increasing control to express their feelings and ideas. To explore and experiment with body percussion creating a simple rhythm.	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
	Rehearse and perform with others	To Join in with songs and rhymes, making some sounds. Remember and sing entire songs.	To sing in a group or on their own, increasingly matching the pitch and following the melody. Remember and sing entire songs.	To think about others when performing.	To think about others when performing.	To think about others while performing.	To think about others while performing.	To think about others while performing.	To maintain my own part and be aware how the different parts fit together.

Create and Composing	Create musical patterns	<p>To explore their voices and enjoy making sounds.</p> <p>To create their own songs or improvise a song around one they know.</p> <p>Join in with simple repeated rhythms.</p>	<p>To explore and engage in music making and dance, performing solo or in groups.</p> <p>To create their own songs or improvise a song around one they know.</p> <p>Tap or clap simple repeated rhythms.</p>	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	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
	Explore, choose and organise sounds and musical ideas	To choose sounds to represent different situations during activities. E.G knocking when someone is at the door, different animal sounds.	To explore, use and refine a variety of artistic (voice, instruments, body percussion) effects to express their ideas and feelings.	To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To Begin to explore and choose and order sounds using the inter-related dimensions of music.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To create increasingly complicated rhythmic and melodic phrases within given structures.	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
Responding, Reviewing and Appraising.	Explore and express ideas and feelings about music using movement, dance and language.	To explore and respond to music with movement.	To explore and respond to music with coordinated and controlled movement and dance. E.G fast music move quickly, slow music move slowly.	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	To respond to different moods in music and explain thinking about changes in sound.	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.

	To make improvements to my own work.			To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	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.	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	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	To listen with concentration and recall sounds.	To listen with increased attention to sounds and beginning to copy back. Listen with increased attention to sounds.	To listen carefully to rhymes and songs, paying attention to how they sound and repeat a phrase back. E.G if sung quietly, they repeat back quietly, or if sung in a silly high pitched voice, they copy back in the same style.	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
	To know how the interrelated elements of music can work together to create expression and mood.	To respond to what they have heard, expressing their thoughts and feelings.	To listen attentively, move to and talk about music, expressing their feelings and responses. To listen to a variety of music and talk about how it makes them feel.	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.

	<p>To represent sounds.</p>	<p>To explore mark making to sounds.</p>	<p>To represent sound through pictorial representation.</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>To begin to represent sounds with simple sounds including shapes and marks.</p>	<p>To confidently represent sounds with a range of symbols, shapes or marks.</p>	<p>To begin to recognise simple notations to represent music, including pitch and volume.</p>	<p>To understand and begin to use established and invented musical notations to represent music.</p>	<p>To recognise and use a range of musical notations including staff notation.</p>	<p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p>
	<p>To know how music is used for different purposes.</p>	<p>To know different songs can be used in different situations and different seasons throughout the year.</p>	<p>To know different songs can be used in different situations and different seasons throughout the year.</p>	<p>To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.</p>	<p>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.</p>	<p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>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.</p>	<p>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.</p>