

WOODCROFT PRIMARY SCHOOL MUSIC CURRICULUM OUTLINE

Purpose of Study (National Curriculum September 2014 onwards)

Music is a universal language that embodies one of the highest forms of creativity. A high-quality musical 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.

The national curriculum for music aims to ensure that all pupils:

- 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.




Key Stage 1 (Years 1 and 2)

In Key Stage 1, pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

At Woodcroft Primary School, pupils develop knowledge, understanding and skills through musical practices focusing on:

Rhythm

- sound/silence, long/short, fast/slow, beat and rhythm, rest, ostinato, tempo, crotchet , crotchet rest , quavers in pairs , experience of duple and triple metres

Pitch

- high/low, pitch direction (going up or down), pitch matching, unison

Dynamics and expression

- loud (forte) *f* and soft (piano) *p*

Form

- same/different, patterns, repetition, echo, introduction, verse, chorus, round

Timbre

- every voice and instrument has its own distinct sound
- how sound is produced including hit, blown, plucked and shaken

Texture

- unison, melody and accompaniment, round, drone

Skills (including aural skills)

- discriminating between sounds and silence
- moving and performing with an understanding of beat and tempo
- demonstrating the difference between singing and speaking voice
- discriminating between loud and soft, long and short, high and low
- recognising familiar instrument timbres
- using technology as a tool for music learning
- holding and playing classroom instruments safely and correctly
- understanding turn-taking in group music making
- playing in time.

KEY STAGE 2 (Years 3-6)

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:







- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Lower Key Stage 2 (Years 3 and 4)

Years 3 and 4

At this stage, pupils at Woodcroft Primary develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:

Rhythm

- simple metres $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$, crotchet , crotchet rest , quaver , semiquaver 
- dotted crotchet , quavers in groups of 3  and identical rests in repertoire studied,
- ostinato, tempo changes (faster and slower)

Pitch

- pentatonic patterns, melodic shape, recognising steps and leaps, treble clef, staff

Dynamics and expression

- very soft (pianissimo) *pp* and very loud (fortissimo) *ff*, gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached

Form

- question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms

Timbre

- recognising familiar instrumental timbres in isolation and combination

Texture

- combining two or more rhythmic or melodic patterns which occur simultaneously in different voices














Skills (including aural skills)

- matching pitch and showing the direction of a tune with gesture or drawings
- recognising the differences between notes moving by steps and leaps
- discriminating between rhythm and beat
- demonstrating beat and tempo changes
- matching and varying dynamics
- varying instrumental timbres to create expressive effects using instruments and voices safely and correctly in the classroom
- taking on different roles in group music making, for example, accompaniment, lead
- using technology as a tool for music making and performance.

UPPER KEY STAGE 2 (Years 5 and 6)

Pupils at this Key Stage at Woodcroft Primary School develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:

Rhythm

- simple metres and time signatures $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$, bars and barlines
- semibreve , minim , crotchet , crotchet rest , quaver ,  and associated rests, semiquaver 
- compound metre $\frac{6}{8}$, dotted crotchet , crotchet , quaver , quavers in groups of 3 ,
- semiquaver , dotted crotchet rest 

Pitch

- pentatonic and major scales
- recognising pitch sequences such as an arpeggio or riff; treble and bass clef

Dynamics and expression

- smoothly (legato), detached (staccato), accent

Form

- theme/motif, phrase, rondo (ABACA), riff, ostinato

Timbre

- acoustic, electronic sounds; voice and instrument types

Texture

- contrast within layers of sound

Skills (including aural skills)

- identifying and notating metre and rhythmic groupings
- singing and playing independent parts against contrasting parts
- recognising instrumental and vocal timbres and digitally generated sounds
- using available technology and digital media as a tool for music learning
- holding and playing instruments and using their voices safely and correctly
- listening to others controlling volume and tone in ensemble activities.