



### **Music curriculum rationale**

*Our Scheme of Work enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Music teaching is not linear. The strands of musical learning, presented within the lesson and on-screen resources, are part of the learning spiral. Over time, children can develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards. It is just shifting within the spiral. Mastery means both a deeper understanding of musical skill and concepts and learning something new.*

*All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all of the learning.*

Listening, appraising & responding					
		<ul style="list-style-type: none"> <li>• Listening with attention to detail and recall sounds with increasing aural memory</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 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Recognising and understanding the difference between pulse and rhythm.</li> <li>• Understanding that different types of sounds are called timbres.</li> <li>• Recognising basic tempo,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising timbre changes in music they listen to.</li> <li>• Recognising structural features in music they listen to.</li> <li>• Listening to and recognising instrumentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising the use and development of motifs in music.</li> <li>• Identifying gradual dynamic and tempo changes within a piece of music</li> <li>• Recognising and discussing the stylistic features of different genres,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance,</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that features of a song can complement one another to create a coherent overall effect</li> <li>• Use musical vocabulary correctly when describing and evaluating the features of a piece of music</li> </ul>



<p>dynamic and pitch changes (faster/slower, louder/quieter &amp; higher/lower).</p> <ul style="list-style-type: none"> <li>• Describing the character, mood, or 'story' of music they listen to, both verbally &amp; through movement.</li> <li>• Describing the differences between two pieces of music.</li> <li>• Expressing a basic opinion about music</li> <li>• Listening to and repeating short, simple rhythmic patterns.</li> </ul> <p>Listening and responding to other performers by playing as part of a group.</p>	<ul style="list-style-type: none"> <li>• Beginning to use musical vocabulary to describe music.</li> <li>• Identifying melodies that move in steps.</li> <li>• Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that music from different parts of the world, and different times, have different features.</li> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>• Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>• Beginning to show an awareness of metre.</li> <li>• Recognising and beginning to discuss changes</li> </ul>	<p>styles and traditions of music using musical vocabulary (Samba, Rock &amp; Roll, Blues, Reggae).</p> <ul style="list-style-type: none"> <li>• Identifying common features between different genres, styles and traditions of music.</li> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Using musical vocabulary (related</li> </ul>	<p>Reggae, Remix, Classical).</p> <ul style="list-style-type: none"> <li>• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary</li> <li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers/musicians on the development of musical styles.</li> <li>• Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>• Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> </ul>
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		<p>within a piece of music.</p> <ul style="list-style-type: none"> <li>Beginning to use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work</li> </ul>	<p>to the inter-related dimensions of music) when discussing improvements to their own and others' work. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own work.</p>		
<p><b>VOCABULARY</b></p> <p>Pulse, rhythm, pitch, rap, melody, bass guitar, drums, decks, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove,</p>	<p><b>VOCABULARY</b></p> <p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, , melody, dynamics, tempo, irap, Reggae, glockenspiel.</p>	<p><b>VOCABULARY</b></p> <p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p><b>VOCABULARY</b></p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing</p>	<p><b>VOCABULARY</b></p> <p>: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody,</p>	<p><b>VOCABULARY</b></p> <p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>



			vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
<b>Composing</b>					
			<ul style="list-style-type: none"> <li>• <i>Create sounds and music using the interrelated dimensions of music</i></li> <li>• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> <li>• <i>Use and understand staff and other musical notations</i></li> </ul>		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</li> <li>• Combining melodies and rhythms to compose a multilayered composition in a given style (eg: pentatonic).</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a coherent piece of music in a given style with voices, bodies &amp; instruments.</li> <li>• Beginning to improvise musically within a given style (Blues).</li> <li>• Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a detailed piece of music from a given stimulus with voices, bodies &amp; instruments (Remix, Colours, Stories, Drama)</li> <li>• Improvising coherently within a given style. Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>• Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> <li>• Recording own composition using appropriate forms of notation and/or technology.</li> </ul>



<ul style="list-style-type: none"> <li>• Creating simple melodies using a few notes.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> <li>• Creating a simple graphic score to represent a composition.</li> <li>• Beginning to make improvements to their work as suggested by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating simple melodies from 5 or more notes.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Beginning to suggest improvements to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>• Suggesting and implementing improvements to their own work, using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a piece of music with at least four different layers and a clear structure.</li> <li>• Using letter name, graphic and rhythmic notation and key musical vocabulary to be able to record their compositions.</li> <li>• Suggesting improvements to others work, using musical vocabulary.</li> </ul>	<p>to add musical interest.</p> <ul style="list-style-type: none"> <li>• Using staff notation to record rhythms and melodies.</li> <li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>• Suggesting and demonstrating improvements to own and others' work.</li> </ul>	
<p><b>VOCABULARY</b></p> <p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse,</p>	<p><b>VOCABULARY</b></p> <p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap,</p>	<p><b>VOCABULARY</b></p> <p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric</p>	<p><b>VOCABULARY</b></p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style,</p>	<p><b>VOCABULARY</b></p> <p>: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm,</p>	<p><b>VOCABULARY</b></p> <p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo,</p>



rhythm, pitch, groove, audience, imagination.	Reggae, glockenspiel.	guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.
<b>Performing</b>					
		<ul style="list-style-type: none"> <li>• <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> <li>• <i>Listen with attention to detail and recall sounds with increasing aural memory</i></li> </ul>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Using their voices expressively to speak and chant.</li> <li>• Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> </ul>	<ul style="list-style-type: none"> <li>• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Singing short songs from memory, with melodic and</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>• Singing and playing in time</li> </ul>	<p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers, with accuracy and</p>	<ul style="list-style-type: none"> <li>• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>• Working as a group to perform a piece of music, adjusting dynamics and pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>• Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required,</li> </ul>



<ul style="list-style-type: none"> <li>• Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>• Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> <li>• Performing from graphic notation.</li> </ul>	<p>rhythmic accuracy.</p> <ul style="list-style-type: none"> <li>• Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>• Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>• Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul>	<p>with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <ul style="list-style-type: none"> <li>• Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</li> </ul>	<p>awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> <p>Playing simple chord sequences (12 bar blues).</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p>	<p>according to a graphic score, keeping in time with others and communicating with the group.</p> <ul style="list-style-type: none"> <li>• Performing with accuracy and fluency from graphic and simple staff notation.</li> <li>• Playing a simple chord progression with accuracy</li> </ul>	<p>keeping in time with others and communicating with the group.</p> <ul style="list-style-type: none"> <li>• Performing a solo or taking a leadership role within a performance</li> </ul>
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