



ST. MARY'S CE PRIMARY SCHOOL, PUTNEY

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by faith

Values: Endurance, Compassion, Thankfulness

MUSIC CURRICULUM OVERVIEW

SUBJECT LEADER: RACHEL LE PREVOST

OUR MUSIC CURRICULM

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by faith

Values: Endurance, Compassion, Thankfulness

At St Mary's, our music curriculum intends to inspire and engage all our pupils creatively and to develop a love of music that will encourage them on their musical journeys of self-expression and creativity. Our pupils learn that 'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum). We encourage children to participate in a variety of musical experiences that will increase their self-confidence, creativity and sense of achievement. Children should gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. As a Church of England school, music plays an important part in our Collective Worship and teaching of Religious Education.

At St Mary's, Music is taught by a specialist music teacher in the dedicated music room to all year groups from Nursery to Year 6 for 50 minutes each week per class, as well as in the weekly singing assemblies, various concerts and performances (in and outside school), church services, the learning of instruments and joining one of the choirs or music technology club. The inter-related dimensions of music are taught so that children are able to use some of the language of music to analyse it and understand how it is made, played and appreciated. In addition, the children learn how to play the recorder in Year 3 and the flute in Year 4 through the Wandsworth Music Service's Whole Class Ensemble Tuition scheme, where they are also taught how to read basic music notation. They learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or evaluating music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

"Pupil Voice: What do you enjoy most about music lessons?"

EYFS/KS1: "Showing actions to the beat, learning about pitch, pretending in music, learning the recorder, making musical signs at home after school, doing dinosaur actions, jumping and singing at the same time."

KS2: "If you do a fantastic lesson, you get a note to put on the staff; team activities, making tunes up. Group work is best because 'more ideas, more heads'. Light bulb moments are shared."

Year 1

DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN MUSIC

NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE ONE

All pupils should:

- Perform, listen to, review and evaluate music
- Learn to sing and to use their voices; to create and compose music on their own and with others
- Understand and explore how music is created and produced including through the interrelated dimensions (elements) of music, eg. Pitch, tempo, timbre, dynamics, structure, musical notation

In KS1 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 interrelated dimensions (elements) of music

CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 1

Performing, Singing, Using Graphic Notation	Listening & Responding	Appraising	Playing Instruments, Composing & Improvising
WALT: Understand how to warm up our voices and the importance of breathing in phrases, posture & projection when singing	WALT: Recognise instruments from their sound WALT: Appreciate different styles of music WALT: Use proper musical language when describing music	WALT: Give two stars and wish after listening to our work WALT: Respond appropriately to music	WALT: Show we understand how to keep the pulse WALT: Create our own rhythmic patterns WALT: Write our own song lyrics to a known melody

WALT: Sing songs with a sense of pulse and rhythm
WALT: Sing a melody accurately at their own pitch
WALT: Respond to sung instructions using the same pitch
WALT: Sing solo with confidence in the classroom
WALT: Practise songs and musical pieces for performance
WALT: Perform chants/rhythms/raps/songs with a sense of audience
WALT: Perform using instruments with a sense of rhythm
WALT: Perform songs and music we have created ourselves
WALT: Read simple graphic symbols to show high and low pitch
WALT: Perform using instruments or body percussion

WALT: Listen to music with good concentration
WALT: Find the pulse when listening to music
WALT: Understand music can have a structure
WALT: Recognise rhythmic patterns found in speech
WALT: Understand sung instructions without words
WALT: Recognise a song by listening to its melody
WALT: Understand the difference between pulse and rhythm
WALT: Understand how music is used in the circus
WALT: Recognise that pitch can go up or down in small or large steps

WALT: Describe how we feel when listening to music
WALT: Understand that pitch means how high or low sounds are
WALT: Understand that tempo describes how fast or slow the music is
WALT: Understand that dynamics describes how loud or quiet the music is
WALT: Understand that pulse describes the heartbeat/beat of the music
WALT: Understand that music has a structure

WALT: Show high, middle and low pitch accurately using our hands or bodies
WALT: Explore the different sounds we can make using instruments
WALT: Choose an instrument because of what it sounds like (timbre)
WALT: Play a tuned instrument and show pitch movements
WALT: Recognise which notes are high and low pitch on a tuned instrument
WALT: Explore different sounds we can make using our voices
WALT: Explore how music can tell a story
WALT: Follow the instructions of a leader / conductor
WALT: Join in playing and stop when appropriate
WALT: Play an instrument as part of a group
WALT: Improvise our own actions to a song

			<p>WALT: Sort instruments according to the material they are made of</p> <p>WALT: Sort percussion instruments by how we make a sound with them (shake, hit, scrape)</p>
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<h1>Year 2</h1>	<h2>DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN MUSIC</h2>
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<h3>NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE ONE</h3>
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- All pupils should:
- Perform, listen to, review and evaluate music
 - Learn to sing and to use their voices; to create and compose music on their own and with others
 - Understand and explore how music is created and produced including through the interrelated dimensions (elements) of music, eg. Pitch, tempo, timbre, dynamics, structure, musical notation
- In KS1 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 interrelated dimensions (elements) of music

CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 2

Performing, Singing, Using Graphic Notation	Listening & Responding	Appraising	Playing Instruments, Composing & Improvising
<p>WALT: Understand how to warm up our voices and the importance of breathing in phrases, posture & projection when singing</p> <p>WALT: Sing songs with a sense of pulse and rhythm</p> <p>WALT: Sing using good pitch</p> <p>WALT: Respond to sung instructions using the same pitch</p> <p>WALT: Sing solo with confidence in the classroom</p> <p>WALT: Practise songs and musical pieces for performance</p> <p>WALT: Perform chants/rhythms/raps/songs with a sense of audience</p> <p>WALT: Perform using instruments with a sense of rhythm</p> <p>WALT: Perform songs and music we have created ourselves</p>	<p>WALT: Recognise instruments from their sound</p> <p>WALT: Appreciate different styles of music</p> <p>WALT: Use proper musical language when describing music</p> <p>WALT: Listen to music with good concentration</p> <p>WALT: Find the pulse when listening to music</p> <p>WALT: Understand music can have a structure</p> <p>WALT: Count the number of beats we can hear in a song</p> <p>WALT: Recognise rhythmic patterns found in speech</p> <p>WALT: Understand the difference between pulse and rhythm</p> <p>WALT: Understand sung instructions without words</p> <p>WALT: Recognise a song by listening to its melody</p> <p>WALT: Recognise up to 3 pitch levels</p>	<p>WALT: Give two stars and wish after listening to our work</p> <p>WALT: Respond appropriately to music</p> <p>WALT: Describe how we feel when listening to music</p> <p>WALT: Understand that pitch means how high or low sounds are</p> <p>WALT: Understand that tempo describes how fast or slow the music is</p> <p>WALT: Understand that dynamics describes how loud or quiet the music is</p> <p>WALT: Know about a composer from the past</p> <p>WALT: Understand that pulse describes the heartbeat of music</p>	<p>WALT: Show we understand how to keep the pulse</p> <p>WALT: Create our own rhythmic patterns</p> <p>WALT: Write our own song lyrics to a known melody</p> <p>WALT: Show high, middle and low pitch accurately using our bodies</p> <p>WALT: Explore the different sounds we can make using instruments</p> <p>WALT: Choose an instrument because of what it sounds like (timbre)</p> <p>WALT: Play a tuned instrument and show pitch movements</p> <p>WALT: Recognise which notes are high and low pitch on a tuned instrument</p> <p>WALT: Explore different sounds we can make using our voices</p> <p>WALT: Explore how music can tell a story</p>

WALT: Show high and low pitch using a written pitch picture
WALT: Sing high and low pitch using Solfa note names and hand signs
WALT: Write, read and say rhythms using simple stick notation and names
WALT: Sing in two group parts
WALT: Sing a song in a round in up to three groups

WALT: Follow the instructions of a leader / conductor
WALT: Join in playing and stop when appropriate
WALT: Play an instrument as part of a group
WALT: Recognise that beats can be grouped into 2, 3 and 4 beats (metre)
WALT: Explore how instruments can be played to describe feelings
WALT: Recognise an ostinato
WALT: Create our own ostinato

Year 3

DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN MUSIC

NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO

All pupils should:

- Perform, listen to, review and evaluate music
- Learn to sing and to use their voices; to create and compose music on their own and with others
- Understand and explore how music is created and produced including through the interrelated dimensions (elements) of music, eg. Pitch, tempo, timbre, dynamics, structure, musical notation

In KS2 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 (elements) 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.

CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 3

Singing and Performing	Listening & Responding	Appraising
<p>WALT: sing with accurate pitching</p> <p>WALT: sing with good posture, breathe in phrases and with clear diction</p> <p>WALT: sing as part of an ensemble with increasing confidence and precision</p> <p>WALT: sing one part of up to a four-part round</p>	<p>WALT: listen with direction to a widening range of music</p> <p>WALT: confidently recognise different instruments</p> <p>WALT: communicate ideas about music, referring to the dimensions of music</p>	<p>WALT: talk about own composition ideas</p> <p>WALT: give reasons why some musical ideas are chosen and others are rejected</p> <p>WALT: give an evaluation on other groups' pieces</p>

<p>WALT: sing a song in two-part harmony</p> <p>WALT: sing a syncopated echo sequence with accurate rhythm and pitching</p> <p>WALT: understand and perform a song using a call and response structure</p> <p>WALT: use rehearsals to perfect a piece for performance</p> <p>WALT: play instruments and sing with confidence in front of others / an audience</p>	<p>WALT: Understand ternary form as a musical structure</p>	
<p>Composing & Improvising</p>	<p>Playing instruments and exploring sounds</p>	<p>Using Symbols and Notation</p>
<p>WALT: create our own rhythmic and melodic patterns</p> <p>WALT: show an understanding of the dimensions (elements) of music within creative work</p> <p>WALT: explain how timbre can be used to create a descriptive piece of music</p> <p>WALT: understand the difference between composing and improvising</p> <p>WALT: work well as part of a composition group</p> <p>WALT: Understand what a composer is</p>	<p>WALT: copy and create challenging rhythms</p> <p>WALT: pick out a tune on a tuned instrument (glockenspiel)</p> <p>WALT: understand the pentatonic scale</p> <p>WALT: play a given melody using the pentatonic scale</p> <p>WALT: create simple melodies and accompaniments, including drones and ostinati, using a particular set of notes, eg. pentatonic scale</p>	<p>WALT: understand pitch movement using graphic notation</p> <p>WALT: read graphic notation</p> <p>WALT: understand formal written notation by naming notes on the staff</p> <p>WALT: understand the duration of formal notation by recognising a semibreve, minim, crotchet, quaver and rests</p> <p>WALT: Write and say simple rhythms using stick notation</p>

	<p>WALT: create music by organising our ideas into simple structures, eg. rondo form</p> <p>WALT: suggest, follow and lead simple performance directions (conducting)</p> <p>WALT: Play instruments as an ostinato</p>	
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Year 4

DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN MUSIC

NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO

All pupils should:

- Perform, listen to, review and evaluate music
- Learn to sing and to use their voices; to create and compose music on their own and with others
- Understand and explore how music is created and produced including through the interrelated dimensions (elements) of music, eg. Pitch, tempo, timbre, dynamics, structure, musical notation

In KS2 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 (elements) 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.

CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 4

Singing and Performing	Listening & Responding	Appraising
<p>WALT: sing with accurate pitching</p> <p>WALT: sing with good posture, breathe in phrases and with clear diction</p> <p>WALT: sing with expression and include dynamics</p> <p>WALT: sing as part of an ensemble with increasing confidence and precision</p> <p>WALT: understand the audition process</p> <p>WALT: use rehearsals to perfect a piece for performance</p> <p>WALT: play instruments and sing with confidence in front of others / an audience</p>	<p>WALT: listen with direction to a widening range of music</p> <p>WALT: confidently recognise different instruments</p> <p>WALT: communicate ideas about music, referring to the dimensions of music</p> <p>WALT: form a story by listening to piece of music</p>	<p>WALT: talk about own composition ideas</p> <p>WALT: give reasons why some musical ideas are chosen and others are rejected</p> <p>WALT: give an evaluation on other groups' pieces</p> <p>WALT: use feedback given to improve our pieces</p>

Composing & Improvising	Playing instruments and exploring sounds	Using Symbols and Notation
<p>WALT: create our own rhythmic and melodic patterns</p> <p>WALT: improvise using our voices in gospel style</p> <p>WALT: improvise on tuned percussion using the pentatonic scale</p> <p>WALT: show an understanding of the dimensions (elements) of music within creative work</p> <p>WALT: understand how different moods and effects can be told through music</p> <p>WALT: create a composition that will tell a given story</p> <p>WALT: understand the difference between composing and improvising</p> <p>WALT: work well as part of a composition group</p>	<p>WALT: copy and create challenging rhythms</p> <p>WALT: play a given melody using the pentatonic scale</p> <p>WALT: create simple melodies and accompaniments, including drones and ostinati, using a particular set of notes, eg. pentatonic scale</p> <p>WALT: create music by organising our ideas into simple structures, eg. rondo or binary form</p> <p>WALT: suggest, follow and lead simple performance directions (conducting)</p> <p>WALT: Understand binary structure</p> <p>WALT: Select instruments that are appropriate for the task</p>	<p>WALT: understand pitch movement using graphic notation</p> <p>WALT: read graphic notation</p> <p>WALT: understand formal written notation by naming notes on the stave</p> <p>WALT: understand the duration of formal notation by recognising a semibreve, minim, crotchet, quaver and rests</p>

Year 5

DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN MUSIC

NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO

All pupils should:

- Perform, listen to, review and evaluate music
- Learn to sing and to use their voices; to create and compose music on their own and with others
- Understand and explore how music is created and produced including through the interrelated dimensions (elements) of music, eg. Pitch, tempo, timbre, dynamics, structure, musical notation

In KS2 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 (elements) 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.

CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 5

Singing and Performing	Listening & Responding	Appraising
<p>WALT: sing with good posture, breathe in phrases and with clear diction</p> <p>WALT: sing and perform with a sense of style of the music</p> <p>WALT: sing as part of an ensemble and maintain a harmony part</p> <p>WALT: use rehearsals to develop musical quality</p> <p>WALT: play and sing solo or duet with confidence in front of others / an audience</p>	<p>WALT: listen carefully to a wide range of music and respond appropriately</p> <p>WALT: understand the historical context of music</p> <p>WALT: understand that the orchestra is composed of different musical families and the roles they play in a composition</p> <p>WALT: understand a music narrative through cartoon movies</p> <p>WALT: learn about the use of musical clichés and cue scores in movie soundtracks</p> <p>WALT: share and justify our opinions about music, referring to the dimensions of music</p> <p>WALT: Understand and recognise a melodic phrase</p> <p>WALT: Recall and perform a tricky rhythm</p>	<p>WALT: talk about own composition ideas</p> <p>WALT: find strengths and ways to improve in own and others' work</p> <p>WALT: make specific comments about others' work and being able to justify them</p> <p>WALT: use feedback given to improve our pieces</p>

Composing & Improvising	Using Symbols and Notation
<p>WALT: create music using a range of musical devices and include the dimensions (elements) of music</p> <p>WALT: create a composition that is appropriate to a given, specific stimulus, eg. Mars, Greek Myth</p> <p>WALT: use different techniques when playing instruments to create effect</p> <p>WALT: create and perform a melodic ostinato accompaniment</p> <p>WALT: create effective music that shows an understanding of structure</p> <p>WALT: learn the role of the Greek chorus in Greek and modern theatre</p> <p>WALT: write lyrics in the style of a Greek chorus based on a known Greek myth</p> <p>WALT: improvise music to suit a given musical style</p> <p>WALT: create a storyboard to structure sounds</p> <p>WALT: work well as part of a composition group: listen to others' ideas when refining our compositions</p>	<p>WALT: use graphic or formal notation to record composition ideas</p> <p>WALT: read from our own graphic or formal notation and refine to perfect a composition</p>

Year 6	DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN MUSIC
NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO	
<p>All pupils should:</p> <ul style="list-style-type: none"> • <u>Perform</u>, <u>listen to</u>, <u>review</u> and <u>evaluate</u> music 	

- Learn to sing and to use their voices; to create and compose music on their own and with others
- Understand and explore how music is created and produced including through the interrelated dimensions (elements) of music, eg. Pitch, tempo, timbre, dynamics, structure, musical notation

In KS2 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 (elements) 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.

CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 6

Singing and Performing	Listening & Responding	Appraising
<p>WALT: sing with good posture, breathe in phrases and with clear diction</p> <p>WALT: sing and perform with a sense of style of the music</p>	<p>WALT: listen carefully to a wide range of music and respond appropriately</p>	<p>WALT: talk about own composition ideas</p> <p>WALT: find strengths and ways to improve in own and others' work</p>

WALT: sing a syncopated melody with accurate rhythm and tuning
WALT: sing as part of an ensemble and maintain a harmony part (up to 3 parts)
WALT: use rehearsals to develop musical quality
WALT: play and sing solo or duet with confidence in front of others / an audience
WALT: Perform a group piece in canon

WALT: understand the historical context of music
WALT: share and justify our opinions about music, referring to the dimensions of music

WALT: make specific comments about others' work and being able to justify them
WALT: use feedback given to improve our pieces

Composing & Improvising

Using Symbols and Notation

WALT: create music using a range of musical devices and include the dimensions (elements) of music
WALT: create a composition that is appropriate to a given, specific stimulus, eg. syncopation, WWII song
WALT: create effective music that shows an understanding of structure
WALT: understand the structure of songs
WALT: write song lyrics according to a given stimulus, eg. WWII
WALT: create an accompaniment that is appropriate for a song

WALT: use graphic or formal notation to record composition ideas
WALT: read from our own graphic or formal notation and refine to perfect a composition

WALT: improvise music to suit a given musical style

WALT: work well as part of a composition group: listen to others' ideas when refining our compositions

WALT: Plan a composition piece