



Aims

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.

Intent - *What are we trying to achieve for our children in Music?*

The intention of music learning in our school is:

- We want our children to be creative and imaginative within a musical context.
- We want our children to understand rhythm, pitch and the musical elements and use these when composing their own original pieces of music.
- We aim for all of our children to recognise and begin to use musical notation.
- We want all of our children to enjoy and appreciate a wide range of musical compositions and pieces.
- We aim for all of our children to have the opportunity to perform in musical events both on and off site.

Implementation - *How is the curriculum delivered?*

- meets the objectives outlined in the National Curriculum.
- is progressive throughout the school, with three distinct milestones of KS1, LKS2 and UKS2. Each milestone will include three musical concepts; Improvise and compose, sing and play and listen and appraise.



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- The elements of music are taught in classroom lessons so that children are able to use, with growing fluency, the language of music to dissect it and understand how it is made, played, appreciated and analysed.
- Provides the opportunity for children to play various instruments enabling a range of methods to create and compose music, as well as how to read basic notation and perform.
- ensures children are able to develop their knowledge and understanding of the work of variety of composers and performers across musical periods and genres.
- provides whole class differentiation through questioning and various methods of recording.
- Uses a combination of the Charanga music program and the sing up curriculum.
- Provides opportunities to perform within the classroom, as well as in after school clubs and out of school events such as Young Voices.
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Impact - *What difference is the curriculum making? How do you know whether pupils know what you think they know?*

Through our music teaching, we provide learning opportunities that enable all pupils to acquire musical skills and make progress. The impact of music teaching at Beckingham Primary School includes:

- A developed knowledge of musical genres and periods.
- Children can express their emotions through musical experiences.
- Children will have an increased confidence to perform within the classroom environment as well as to wider audiences, such as during Christingle and Harvest Festival services.
- Children will develop an understanding of music within culture and history, both in relation to their own cultures, as well as those from other communities and places.
- Children will have an understanding of how music enriches lives; expressing and reflecting the wide spectrum of human experiences.
- Children develop fundamental abilities such as: self-expression, self-reflection, self-confidence, recognising and celebrating as well as allowing interaction with and awareness of others.



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Threshold Concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
<p>Sing and Perform</p> <p>This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none">• Take part in singing, accurately following the melody.• Follow instructions on how and when to sing or play an instrument.• Make and control long and short sounds, using voice and instruments.• Imitate changes in pitch.	<ul style="list-style-type: none">• Sing from memory with accurate pitch.• Sing in tune.• Maintain a simple part within a group.• Pronounce words within a song clearly.• Show control of voice.• Play notes on an instrument with care so that they are clear.• Perform with control and awareness of others.	<ul style="list-style-type: none">• Sing or play from memory with confidence.• Perform solos or as part of an ensemble.• Sing or play expressively and in tune.• Hold a part within a round.• Sing a harmony part confidently and accurately.• Sustain a drone or a melodic ostinato to accompany singing.• Perform with controlled breathing and skilful playing (instrument)



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Improvise and Compose

This concept involves appreciating that music is created through a process which has a number of techniques.

- Create a sequence or long and short sounds.
- Clap rhythms.
- Create a mixture of different sounds (long and short, loud and quiet, high and low)
- Choose sounds to create an effect.
- Sequence sounds to create an overall effect.
- Create short, musical patterns.
- Create short, rhythmic phrases.

- Compose and perform melodic songs.
- Use sound to create abstract effects.
- Create repeated patterns with a range of instruments.
- Create accompaniments for tunes.
- Use ostinatos as accompaniments.
- Choose, order, combine and control sounds to create an effect.

- Create songs with verses and a chorus.
- Create rhythmic patterns with an awareness of timbre and duration.
- Combine a variety of musical devices including melody, rhythm and chords.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Use melodic obstinate.
- Convey the relationship between the lyrics and the melody.



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<p>Describe music</p> <p>This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none">• Identify the beat of a tune.• Recognise changes in timbre, dynamics and pitch.	<ul style="list-style-type: none">• Use the terms: duration, timbre, pitch beat, tempo, texture and use of silence to describe music.• Evaluate music using musical vocabulary to identify areas of likes and dislikes.• Understand layers of sounds and discuss their effect on mood and feelings.	<ul style="list-style-type: none">• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch Dynamics Tempo Timbre Texture Lyrics and melody Harmonies Accompaniments Solo Sense of occasion Rounds
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