



Brompton and Sawdon CP Whole School Music Curriculum

Now updated for 2021-22 to reflect the expectations of the new Model Music Curriculum, published to support all children to have access to high-quality music education.

Rationale

- It is our duty at Brompton & Sawdon CP, as a mainstream school, to provide a curriculum that is **ambitious** and **challenging** for **all** learners (where practical).
- This curriculum must fulfil the requirements set out in the **National Curriculum**. However, at Brompton, we go **beyond** these expectations, delivering a **deep**, as well as a **broad and balanced**, curriculum, which also reflect the needs, **rural context** and interests of our pupils.
- Whilst it is important that students have the opportunity to experience this depth of learning and experience their year group's curriculum and expectations, this should not be at the expense of **mastery** and **long-term retention**.
- When a student has not mastered a year group's curriculum, it is important that leaders and teachers **adapt** their curriculum, resources and practice. This may require teachers to 'secure' previous year group's expectations.
- At Brompton & Sawdon CP we firmly believe that **mixed-aged classes** are a benefit and not a necessity or hindrance; they allow students to progress at their own rate, whether that is allowing students to build on their strengths and looking at the next years' curricula or allowing students the time and support to secure understanding of previous year groups' curricula.
- We recognise, at Brompton, that students' **starting points** and previous educational experiences vary significantly. Our curriculum allows all students, especially the **disadvantaged**, to achieve their potential.



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The following whole-school Music curriculum reflects the above rationale. It also sets out how Brompton & Sawdon CP plan for and deliver **(and go beyond)** the National Curriculum. This is a 'working document'; teachers and leaders adapt the following based on the 'impact' on students.

This plan outlines what is taught (Intent), as well as when, where, why, how it is taught (Implementation). It breaks down the school's Music curriculum into each dimension of the subject and then by year group. This allows teachers to clearly see the progression and sequence that skills need to be taught, so they can adapt their practice (if required).

Statutory guidance National curriculum in England:

Aim

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

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



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- 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 of music

Key stage 2

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 interrelated 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

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Music Curriculum Overview

EYFS

Objectives	Activities
Vocal <ul style="list-style-type: none">• Sing familiar songs• Imitate different sounds• Create different sounds• Develop awareness of pitch	Learn a variety of different songs, to sing from memory, some with actions Within songs/games: copy different sounds, create different sounds Imitate high/low pitch; use high/low actions



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<p>Instrumental</p> <ul style="list-style-type: none"> • Explore different sounds of instruments • Develop control to hold each instrument • Follow instructions on when to play 	<p>Using percussion instruments, explore playing different instruments to make different sounds Add sound effects to stories/images Learn how to pick up/hold/play/put away instruments carefully and with control</p>
<p>Listening</p> <ul style="list-style-type: none"> • Identify sounds • Describe sounds • Imitate sounds • Create sounds 	<p>Listen to good quality recorded (or live) performances of a wide range of different styles of music Identify/match specific sounds i.e. ‘drums’ Think abstractly about the music and describe with movement (i.e. stomping) and with words (i.e. ‘sounds like dinosaurs’)</p>
<p>Composition</p> <ul style="list-style-type: none"> • Explore how to change sounds • Tap simple repeated patterns 	<p>Use instruments to create music for a set theme i.e. ‘weather’ Use instruments to copy and to create short repeated patterns</p>
<p>Movement</p> <ul style="list-style-type: none"> • Clap/tap/move in time music • Interpret music through movement 	<p>Clap/tap/march to the pulse whilst listening to music Clap/tap/march to the pulse whilst singing Listen and respond to music i.e. jump to staccato sounds</p>

Key Stage 1

Objectives	Activities
<p>Performance</p> <p>Use voice to sing, chant and speak</p> <p>Create and control different sounds</p> <p>Produce long and short sounds with voice and instruments</p>	<p>Use voice to speak, sing and chant using songs and rhymes; develop awareness of good posture when singing</p> <p>Use voice and instruments to create and control different sounds individually and within songs or pieces of music</p>



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<p>Follow instructions</p> <p>Imitate changes in pitch</p> <p>Sing following the shape of the melody</p>	<p>Perform simple patterns and accompaniments with an awareness of loud/soft and slow/fast</p> <p>Follow instructions on when to play and sing; learn to give clear instructions on when to play/sing by taking it in turns to lead</p> <p>Develop awareness of pitch. Imitate high and low pitch. Actively follow the shape of the melody when singing using actions</p>
<p>Composition</p> <p>Make different sounds with voices and instruments</p> <p>Repeat short melodic and rhythmic patterns</p> <p>Sequence sounds</p>	<p>Create different sounds with voice and instruments</p> <p>Play/sing short repeated patterns to a steady pulse</p> <p>Order sounds to create a beginning, middle and end</p> <p>Choose sounds to create an effect</p> <p>Change sounds to reflect a change in theme</p>
<p>Listening/Describing</p> <p>Interpret and respond to different moods in music</p> <p>Begin to move rhythmically to music</p>	<p>Listen to a wide variety of good quality recorded/live music.</p> <p>Discuss together feelings and moods after listening to the music i.e. “How does it make you feel?” “What did it make you think of?”</p> <p>Respond to the music with movement creatively and under direction</p>
<p>Notation</p> <p>Use symbols to represent a composition or musical story</p>	<p>Create music to a theme, i.e. ‘weather’ and use symbols i.e. ‘storm cloud’ to direct when to make each sound</p>

Key Stage 2

Objectives	Activities Year 3	Years 4/5/6
<p>Performance</p> <p>Sing, Play and Perform with awareness, control, accuracy and expression</p>	<p>Sing with an awareness of pulse and of others</p> <p>Begin to recognise when to breathe and when to sing louder/quieter</p>	<p>Sing with an awareness of dynamics and phrasing (breathing)</p>

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	<p>Sing with a wider range of notes, in tune and from memory</p> <p>Sing in a round</p> <p>Develop awareness of the rhythm of words</p> <p>Play clear notes on different instruments and demonstrate good control and developing technique</p> <p>Recognise different groups of instruments</p> <p>Create different effects with single and groups of instruments</p>	<p>Sing comfortably over the range of an octave</p> <p>Sing and perform confidently in unison and in parts</p> <p>Perform confidently solo, or within a group demonstrating control, awareness, accuracy and musical expression</p> <p>Identify different groups of instruments</p>
<p>Composition</p> <p>Improvise and compose using the inter-related dimensions of music separately and in combination</p>	<p>Create repeated patterns with different instruments and improvise using short rhythmical phrases</p> <p>Compose short melodies from given notes, and begin to consider loud/soft; fast/slow; high/low; notation</p>	<p>Incorporate melody and accompaniment into a composition</p> <p>Develop a musical idea using: pitch, rhythm, dynamics, tempo, timbre, texture, structure, notation</p>
<p>Listening/Describing</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Listen attentively and identify instruments and sounds</p> <p>Identify the character of a piece of music</p> <p>Use musical terms to describe and evaluate likes/dislikes and to describe how? and why?</p>	<p>Using musical vocabulary:</p> <p>Describe and evaluate music</p> <p>Analyse different features within a piece of music</p> <p>Evaluate the effectiveness of a piece of music</p>
<p>Notation</p> <p>Use and understand the basics of staff and other musical notations</p>	<p>Create own notation using a graphic score</p> <p>Become familiar with: a staff; treble and bass clef; minims/crotchets/semibreves</p> <p>Relate EGBDF to the lines of a staff (treble clef)</p> <p>Read/play a simple notated rhythm</p>	<p>Notate clefs, crotchets, minims, semibreves</p> <p>Write out a melody using this notation in treble clef</p> <p>Learn: Every Good Boy Deserves Football and FACE</p> <p>Read/play a simple notated melody</p>
<p>Appreciate and understand</p> <p>a wide range of music from different traditions and from great composers and musicians</p>	<p>Study a range of different pieces of music, by different composers in different eras.</p> <p>Listen and watch live performances and recordings</p> <p>Discuss style, instrumentation, era, purpose</p> <p>Relate pieces to other events in history</p>	<p>Study a range of different pieces of music, by different composers in different eras.</p> <p>Listen and watch live performances and recordings</p> <p>Discuss style, instrumentation, era, purpose</p> <p>Relate pieces to other events in history</p>



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Develop an understanding of the history of music		
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To implement this curriculum pupils will access resources such as:

- un-tuned percussion instruments (tambour, triangle, maracas, wood block, guiro/scraper, cabasa, tambourine, etc.),
- tuned percussion instruments (glockenspiels),
- Ukuleles (class 2),
- Recorders (class 3)

Overview of Music skills progression at Brompton and Sawdon Primary school

- **Ambitious milestones designed to stretch learning and understanding**
- **Teachers able differentiate down to previous milestone, or up to the next, as required**

Area	Class 1 Skills Milestone	Class 2 Skills Milestone	Class 3 Skills Milestone
Perform This concept involves understanding that music is created to be performed.	<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 (voice) and skillful playing (instrument).

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<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<ul style="list-style-type: none"> • Create a sequence of 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. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • 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 drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
<p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.

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<p>Describe music 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: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.
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Music 2020-2021	Autumn Term	Spring Term	Summer term
Class One	Carnival of the Animals My Stories	Banana rap I am in the Groove	Number Machines
Class Two	Rhythm	Families of Instruments	Dragon Song



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	Glockenspiels	Three Little Birds	The Sound Collector
Class Three	Ride of the Valkyries Christmas	William Tell Overture Lean on me	Music for 18 Musicians Summer