

# Preston Primary School

## Curriculum Design for Music



### Music INTENT

At Preston Primary School, we deliver an aspirational, coherent, and well sequenced music curriculum that enables each child to make progress as a musician. We believe that each child starts school with a wealth of musical knowledge and understanding through the experiences they have had so far in life, and they then build on this through music lessons in school. We place an emphasis on the creative and exciting nature of music and aim to help the children build confidence in their abilities through a rigorous and practical music curriculum.

The music curriculum at Preston Primary School is heavily influenced by our ongoing work to support the Social, Emotional and Mental Health needs of our pupils. Inclusion, singing together, expressing ourselves and our thoughts and feelings play a vital role within our spiralized Music curriculum from Foundation Stage to Year Six. The learning and playing of music can help to build children's self-esteem and confidence; when planned and taught effectively, children will have the opportunity to express themselves and engage critically with music. A wide range of genres and music types are covered within our music education offer, encouraging the children to identify with music and building upon their understanding of the wider world and their cultural capital.

### Music IMPLEMENTATION

Using the scheme Charanga, Music is taught every half-term across the school and every child participates. Children's outcomes for Music are presented both in exercise books where appropriate and recorded online using Seesaw as an online learning portfolio. Teaching is well thought out and adapted to ensure that every child can participate and make progress within their music education. Using Charanga, we have identified the clear learning outcomes for each stage of our pupils' music education. Our curriculum is therefore sequenced and planned to give every child the opportunity to progress to and past these points. The knowledge and skills build upon prior learning to ensure every child is making progress within their musical education. The skills taught throughout our music curriculum are singing, playing, improvising, composing, listening, and developing in their social and emotional skills. Due to the spiralized nature of the curriculum, the music specific skills and knowledge (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, and notation) are taught throughout the units of work and revisited and then built upon year by year. There are in built opportunities for children experience performing music as an ensemble, building upon their confidence, cultural capital and our school values of teamwork and creativity. Teachers consistently model taking creative risks and foster a creative atmosphere that transcends subjects that allows children to feel comfortable with their own developing creativity.

We assess the impact of music education throughout the learning process and provide opportunities for children to reflect on themselves as musicians. Recording work in music is vital and children will make progress through listening to and improving upon their work as well as that of others as they move through the school.

## **Music IMPACT**

The impact of teaching and learning will be determined through subject monitoring, SLT reviews and performance. Assessment is on-going within music education and starting points for all children are different, based upon the musical exposure they have had so far in their lives. Teachers will use assessment materials from Charanga and the ISM (The Incorporated Society of Musicians) to monitor progress and to ensure the pupils are meeting appropriate end points. Pupils will monitor their own progress through use of their own recordings and evaluating the progress in the sound of what they have created. Pupils will leave Preston Primary School with a sense of achievement in Music and a confidence in expressing themselves, listening and offering critique to others and confidence in their own creativity and ideas. They will be ready for wherever their music education takes them throughout secondary school and beyond.

## **Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for Pupil Premium funding and those with SEND**

Music ignites a passion for learning in children as the barriers that come with learning a core subject are often removed: children are empowered to present their learning aurally and physically through use of their bodies, voices, and instruments. Children are encouraged to be independent in their learning and to have a drive to do well. Adaptations are not made to what is being taught, but they are made to the ways in which teachers deliver content and provide scaffolding for individuals through careful selection of group, instrument, and the planned use of IT where appropriate. Teachers have high aspirations for all pupils and any barriers to learning are identified and addressed at the outset. Every child arrives at school with a knowledge of music that they have gained throughout their life, and we scaffold the on-going academic learning so that we are able to build upon this starting point for every child.

## **Curriculum structure:**

Below is the curriculum map that details when each module of the Charanga music program is taught throughout Years 1-6.

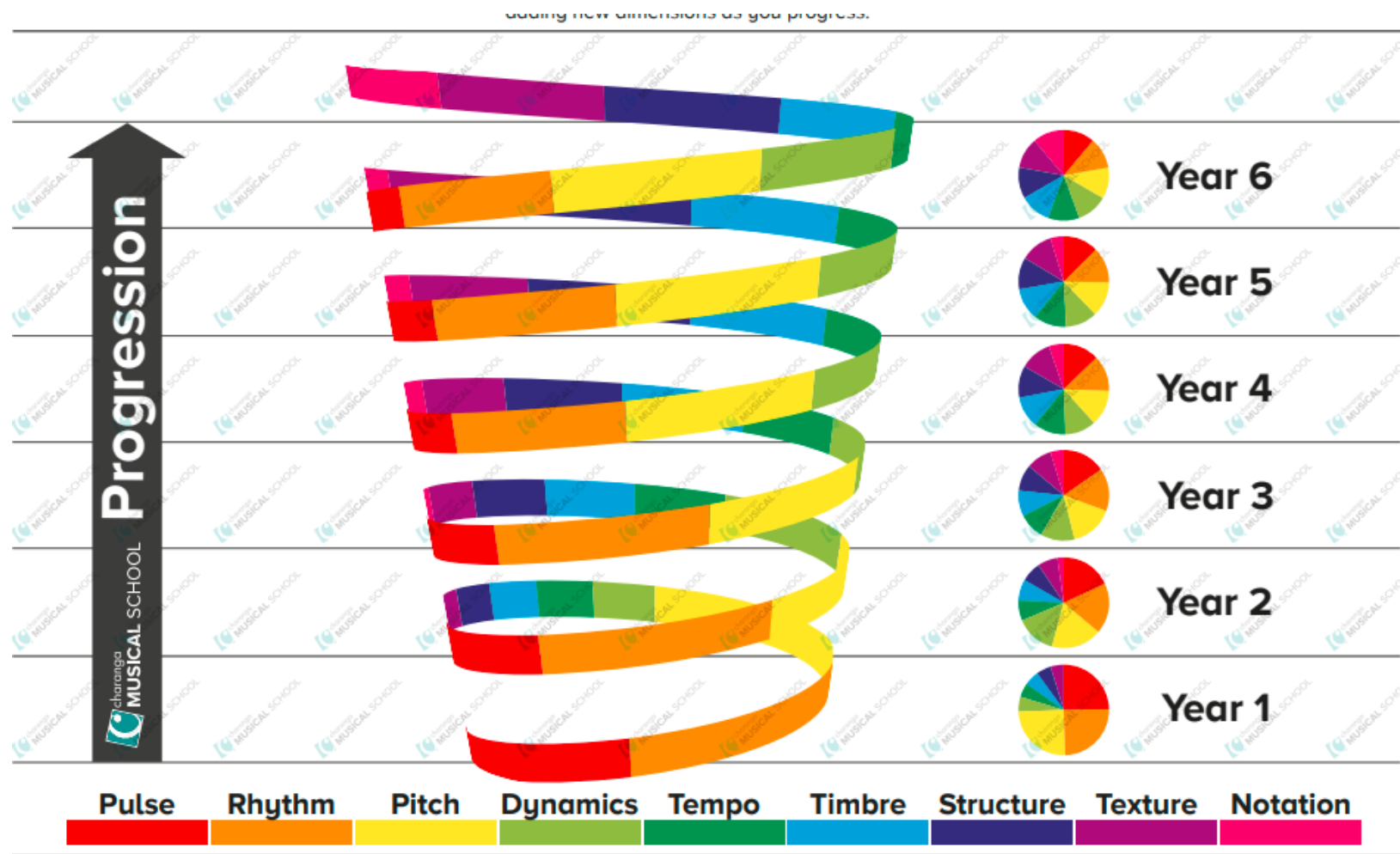
Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 2 Year 1 & 2	Hey you!	Rhythm in the way that we walk and Banana rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Unit 3 Year 3 & 4	Let your Spirit Fly	Glockenspiel Stage One	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Unit 4 Year 5 & 6	Living on a Prayer	Classroom Jazz One	Make You Feel My Love	The Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 2 Year 1 & 2	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
Unit 3 Year 3 & 4	Mamma Mia	Glockenspiel Stage Two	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
Unit 4 Year 5 & 6	Happy	Classroom Jazz Two	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay

Our Music curriculum for KS1-KS2 follows a progression of skills which are taken from the National Curriculum and work undertaken by Charanga. There is an expectation that children will use their prior learning and build upon this as they journey through Preston Primary School. Children will reach an **end point** where their understanding and performance of Music has been strengthened and deepened through this purposefully mapped out curriculum.

End Points for Preston Primary School Pupils taken from the National Curriculum		
End Point	By the end of Key Stage 1, children will:	By the end of Key Stage 2 children will:
	<ul style="list-style-type: none"> <li>✓ Be able to use their voice expressively and creatively through singing songs, chanting and rhyming.</li> <li>✓ Play tuned and untuned instruments musically.</li> <li>✓ Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>✓ Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Play and perform in solo and ensemble contexts, using their voices and a variety of instruments with increasing accuracy, fluency, control and expression.</li> <li>✓ Improvise and compose music for a range of purposes using the inter-related dimensions of music (see below).</li> <li>✓ Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>✓ Understand and use staff and other musical notations.</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 through exposure to high quality pieces and a wide range of genres from across the world.</li> </ul>

Taken from Charanga, this shows the inter-related dimensions of music and when they are taught from Years 1-6. They are taught throughout the units undertaken by teachers and children build on this knowledge and the skills year on year.



## Early Years Foundation Stage

The statements that are applicable to the development of children's musical understanding, knowledge and performance are drawn from Expressive arts and design and Understanding the world. Children are provided with high quality continuous provision to aid their exploration of themselves as musicians.

			22-36 Months	30-50 Months	40-60 Months	Early Learning Goal
MUSIC	Expressive Arts & Design	Exploring & using media and materials	<ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing a few familiar songs.</li> <li>• To imitate movement in response to music.</li> <li>• To tap out simple repeated rhythms.</li> <li>• To explore and learn how sounds can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing a few familiar songs.</li> <li>• To imitate movement in response to music.</li> <li>• To tap out simple repeated rhythms.</li> <li>• To explore and learn how sounds can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing a few familiar songs.</li> <li>• To imitate movement in response to music.</li> <li>• To tap out simple repeated rhythms.</li> <li>• To explore and learn how sounds can be changed.</li> </ul>
	Expressive Arts & Design	Being Imaginative	<ul style="list-style-type: none"> <li>• To develop a preference for forms of expression.</li> <li>• To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• To sing to self and make up simple songs.</li> <li>• To make up rhythms.</li> <li>• To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a preference for forms of expression.</li> <li>• To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• To sing to self and make up simple songs.</li> <li>• To make up rhythms.</li> <li>• To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a preference for forms of expression.</li> <li>• To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• To sing to self and make up simple songs.</li> <li>• To make up rhythms.</li> <li>• To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a preference for forms of expression.</li> <li>• To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• To sing to self and make up simple songs.</li> <li>• To make up rhythms.</li> <li>• To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>

	Understand the World	Technology				<p>To recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for a particular purpose.</p>
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### Years One to Six:

Music is taught in mixed ability, mixed age classes following a rolling two-year program, as detailed above. The table shows when in their education children will be exposed to the different elements of our music curriculum and how they build upon prior learning. They are each linked to the twelve Charanga modules that pupils will experience whilst in those year groups. It is our aim that children become proficient in these skills before they move up to the next stage of their education. We will know this through on-going formative and summative assessment of learning.

Unit 2	PULSE & BEAT	RHYTHM
<p><b>Years One and Two</b></p> <p><b>Developing a sense of pulse and rhythm</b></p>	<ul style="list-style-type: none"> <li>• To learn that music has a steady pulse, like a heartbeat.</li> <li>• Find the pulse</li> <li>• We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn that we can create rhythms from words, our names, favourite food, colours, and animals.</li> <li>• Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to a steady beat.</li> <li>• Create rhythms for others to copy.</li> <li>• Listen and sing back. Use your voices to copy back using 'la' whilst marching to the steady beat.</li> </ul>

<p><b>Unit 3</b></p> <p><b>Years Three and Four</b></p> <p><b>Adding melody to pulse and rhythm</b></p>	<ul style="list-style-type: none"> <li>• Find and demonstrate the pulse.</li> <li>• Understand the difference between pulse and rhythm.</li> <li>• Learn how pulse, rhythm, and pitch work together to create a song.</li> <li>• Understand that every piece of music has a pulse/steady beat.</li> <li>• Understand the difference between a musical question and an answer.</li> <li>• Be able to talk about the long and short patterns over the pulse.</li> <li>• Be able to talk about the high and low sounds that create melodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Clap and say back rhythms using two notes</li> <li>• Create your own simple rhythm patterns using two notes</li> <li>• Perhaps lead the class using their simple rhythms using two notes</li> </ul>
<p><b>Unit 4</b></p> <p><b>Years Five and Six</b></p> <p><b>Developing as a musician</b></p>	<ul style="list-style-type: none"> <li>• Find the pulse</li> <li>• Be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture, and structure work together and how they connect in a song</li> <li>• How to keep the internal pulse</li> <li>• Be able to talk about musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<ul style="list-style-type: none"> <li>• Copy back rhythms based on the words of the main song, that include syncopation/off beat using three notes.</li> <li>• Copy back one-note riffs using simple and syncopated rhythm patterns.</li> <li>• Lead the class by inventing rhythms for others to copy back.</li> <li>• Copy back two and three -note riffs by ear and with notation.</li> <li>• Question and answer using up to two different notes.</li> </ul>

	ACTIVE LISTENING AND APPRAISING	COMPOSING AND IMPROVISING	PLAYING AND PERFORMING	SINGING
<b>Unit 2</b>  <b>Years One and Two</b>  <b>Developing a sense of pulse and rhythm</b>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>To learn how songs can tell a story or describe an idea.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>Take it in turns to improvise using one or two notes.</li> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrument part with the song they perform.</li> <li>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, a medium part).</li> <li>Play the part in time with the steady pulse.</li> <li>Listen to and follow musical instructions from a leader.</li> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>Learn to find a comfortable sitting position. <ul style="list-style-type: none"> <li>Learn to start and stop singing when following a leader.</li> </ul> </li> </ul>

<p><b>Unit 3</b> <b>Year 3 and 4</b></p> <p><b>Adding melody to pulse and rhythm</b></p>	<ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</li> <li>• To think about what the words of a song mean.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• Talk about the music and how it makes them feel.</li> <li>• When you talk try to use musical words.</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics, and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).</li> <li>• Improvise using instruments in the context of a song they are learning to perform.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To have an awareness of the pulse internally when singing.</li> <li>• To rejoin the song if lost.</li> <li>• To listen to the group when singing.</li> </ul>
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			<ul style="list-style-type: none"><li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li><li>• Present a musical performance designed to capture the audience.</li></ul>	
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<p><b>Unit 4</b> <b>Year 5 and 6</b></p> <p><b>Developing as a musician</b></p>	<ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use musical words.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).</li> <li>• Improvise using instruments in the context of a song to be performed.</li> <li>• Play and copy back using instruments up to three notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and to sing backing vocals.</li> <li>• To enjoy exploring singing solo.</li> <li>• To listen to the group when singing.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To experience rapping and solo singing.</li> <li>• To listen to each other and be aware of how you fit into the group.</li> <li>• To sing with awareness of being 'in tune'.</li> </ul>
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			<ul style="list-style-type: none"><li>• To record the performance and compare it to a previous performance.</li><li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li></ul>	
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Key Skills for Music Explained

Singing	Performing songs, tunes or making musical sounds using your voice. Can be solo or within a larger group.
Playing	Using a tuned or untuned instrument to play a known song or tune or to create a new sound.
Improvisation	Creating a piece of music spontaneously, either independently or within a group.
Composing	Creating a piece of music using tuned or untuned instruments or by singing. A process of design, evaluate and perform will be used when children are composing pieces.
Listening	Children will be taught to listen attentively to a wide range of music, considering how it makes them feel, what instruments they can hear and their own opinions on a piece.
Social and emotional skills	The building of confidence within the pupils' own abilities. The pupils will be able to listen attentively to others, share ideas, compromise and work effectively in groups on a common goal. They will be able to be creative in making music both independently and with others.

## GLOSSARY OF MUSIC VOCABULARY

TERM	DEFINITION
<b>Accompaniment</b>	A musical part or parts that support the melody.
<b>Active listening</b>	Listening to music and responding by doing something e.g. clapping back rhythms
<b>Allegro</b>	Play quickly
<b>Bar</b>	A segment of time in music that is used to group together beats. In a 4/4 time signature each bar must contain the value of 4 crotchet beats
<b>Body percussion</b>	Stamping, clapping, clicking and patsch (tapping the thighs) to create rhythms
<b>Chord</b>	A group of (usually three) notes that provide harmony underneath a tune
<b>Chord progressions</b>	Moving from chord to chord at the right time
<b>Composition</b>	The process of coming up with your own musical ideas that may or may not be written down
<b>Counter-melody</b>	A second tune that is usually performed at the same time as the main tune
<b>Crescendo</b>	Getting louder
<b>Crotchet</b>	A one-beat note
<b>Diminuendo</b>	Getting quieter
<b>Dotted rhythm</b>	A rhythm that alternates longer notes with shorter notes creating a bouncy feel
<b>Dynamics</b>	Volume
<b>Ensemble</b>	Making music with other people
<b>Forte</b>	Loud
<b>Harmony</b>	Music that supports melody, adding to the depth of the piece e.g. chords or individual melody lines
<b>Imitation</b>	Repeating a phrase of music in response to first hearing
<b>Improvisation</b>	Making music up on the spot or within a time frame
<b>Instrumentation</b>	The instruments used in a piece of music
<b>Largo</b>	Play slowly
<b>Melody</b>	Tune
<b>Minim</b>	A two-beat note
<b>Moderato</b>	Play at a moderate pace
<b>Musical features</b>	Different characteristics of a piece of music
<b>Notation</b>	Writing music down
<b>Off-beat rhythms</b>	Rhythms where the emphasised beats are not where the pulse lies
<b>Ostinato</b>	A pattern of rhythms or pitches that are repeated in a cycle
<b>Percussion</b>	Instruments that produce sound when shaken or hit with a hand, stick or beater

<b>Performance</b>	The act of playing or singing to other people
<b>Piano</b>	Quiet
<b>Phrasing</b>	Shaping a tune to make it sound more musical
<b>Pitch</b>	How high or low notes are played
<b>Pitched</b>	An instrument which can play high or low notes
<b>Pulse</b>	The underlying and steady beat in a phrase or piece of music
<b>Quaver</b>	A quicker note that lasts half a beat
<b>Repetition</b>	The act of copying notes and/or rhythms in a section of music
<b>Rest</b>	A pause or break in the music
<b>Round</b>	A piece of music where two or more groups of people sing the same tune but start at different times
<b>Rhythm</b>	The changing patterns of beats that make up a piece of music
<b>Rhythm grid</b>	The system of writing music down by putting dots or symbols in a grid
<b>Score</b>	A piece of music that is written down
<b>Solo</b>	Playing on your own or playing your own part alongside other performers
<b>Staff notation</b>	A system of writing music down using 5 horizontal lines and western classical note values including crotchets, quavers, minims and rests
<b>Syncopated</b>	Rhythms where emphasis is not on the main beat – common in Jazz music
<b>Tempo</b>	The word used to describe speed
<b>Time signature</b>	<p>A system of two numbers at the start of a piece of music that tell the musician how many beats (and of what type) are in each bar, also called metre</p> <p>4/4 time signature: The most common meter in music is 4/4. It's so common that its other name is <i>common time</i> and the two numbers in the time signature are often replaced by the letter C. In 4/4, the stacked numbers tell you that each measure contains four quarter note beats. So, to count 4/4 meter, each time you tap the beat, you're tapping the equivalent of one quarter note.</p> <p>3/4 time signature: In the second most common meter, 3/4, each measure has three quarter note beats. Of course, this doesn't mean that only quarter notes exist in this meter. You may have one half note and one quarter note, or you may have six eighth notes, but either way, the combination equals three quarter note beats. In 3/4 meter, beat 1 of each measure is the downbeat, and beats 2 and 3 are the upbeat. It's quite common, though, to hear accents on the second or third beats, as in many country music songs.</p> <p>2/4 time signature: Chop a 4/4 meter in half and you're left with only two quarter note beats per measure. Not to worry, though, because two beats per measure is perfectly acceptable. In fact, you find 2/4 meter in most famous marches. The rhythm is similar to the rhythm of your feet when you march: "left-right, left-right, 1-2, 1-2." You start and stop marching on the downbeat — beat 1.</p>

<b>Tune</b>	A melody in a piece of music
<b>Tuned</b>	An instrument capable of playing different pitches
<b>Untuned</b>	An instrument that does not play different pitches
<b>Unison</b>	Two or more musicians performing music of the same pitch, rhythm and melodic shape, at the same time