



## Subject: Music

### RATIONALE FOR OUR MUSIC CURRICULLUM AT WHITE MEADOWS:

At White Meadows, we are committed to providing a rich range of musical experiences for our children. All children have access to a music curriculum, starting from the Foundation Stage where they explore and discover through play.

Throughout the school, lessons are well sequenced, ensuring that the key skills to perform, listen to, review and evaluate music are taught, revisited and embedded and built on each year. We believe that children need to be exposed to a variety of musical cultures and experiences to enhance their understanding of the world. All children are given the opportunity to understand and explore the variety of genres of Music.

It is paramount that we increase children's self-confidence and that we give them the opportunity to succeed and feel proud of their achievements and this can be done so well through music even with children who have English as an additional language or limited communication skills. SEND children are encouraged and supported through Music activities across the curriculum, such as chanting in Maths, singing in science and movement in dance. Music activities can also help promote learning in other areas such as Reading, language and Maths, something which children may struggle with in the early years of school. Performances, such as Christmas plays, nativities and end of year shows, demonstrate that music is important to the life in our school.

Music is sometimes taught as a discrete subject, but links are often made across the curriculum to ensure learning in Music is relevant and memorable. Children are exposed to Tier 3 musical vocabulary which can be transferred to other areas of the curriculum.

We offer a range of clubs and extra-curricular lessons to promote a love for music which we believe helps to boost well-being and a desire to achieve and feel good. By attending these, social skills are developed in a fun and expressive way and children develop skills that can be built on in the future.

<u>Year Group</u>	<u>Knowledge</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Skills</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Vocabulary</u>	<u>Club/Visit/Expert</u>
<b>Early Years</b>	Children at the expected level of development will: <ul style="list-style-type: none"> <li>Build a repertoire of songs</li> <li>Explore the different sounds of instruments</li> </ul>	<p><b>0-2 years</b> Show attention to sound and music. Join in with songs and rhymes, making some sounds. Move and dance to music. Respond emotionally and physically to music when it changes.</p> <p><b>2-3 years</b> Anticipate phrases and actions in rhymes and songs, like 'peepo'. Explore their voices and enjoy making sounds Make rhythmical and repetitive sounds Explore a range of sound-makers and instruments and play them in different ways.</p> <p><b>3-4 years</b> Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>	<p>Music Listen Rhymes Songs Instrument Sing Bang Hit Play Nursery rhyme</p>	<p>Performances from older children in the school - make music with older children in the school, eg sing songs, play instruments.</p> <p>Exposure to different types of music throughout the school day. For example when completing a task, music could be played in the background.</p> <p>Nursery rhyme time</p> <p>Book bus - stories and singing.</p>
<b>Reception</b>	Children at the expected level of development will know how to: <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and</li> </ul>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>As Nursery, plus: Chant Fast Follow High Low Loud Quiet Repeat</p>	<p>Music played when entering assembly.</p> <p>Music tuition teacher to perform to pupils.</p> <p>Local secondary school children in to perform</p>

	when appropriate try to move in time with music.		Rhythm Sing Slow Song sounds	
Year 1	<ul style="list-style-type: none"> <li>Find and keep a steady beat together.</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Recognise some band and orchestral instruments.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud and quiet.</li> <li>Begin to understand where the music fits in the world.</li> <li>Begin to understand about different styles of music.</li> <li>Recognise how graphic notation can represent created sounds.</li> <li>Communicate the meaning of the song.</li> </ul>	<p><u>Musicianship: Understanding Music</u> Use body percussion, instruments and voices. Copy back simple rhythmic and melodic patterns Complete vocal warm-ups with a copy back.</p> <p><u>Listening</u> Move and dance with the music. Talk about feelings created by the music. Join in sections of the song, eg chorus.</p> <p><u>Singing</u> Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison.</p> <p><u>Notation</u> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims.</p> <p><u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation.</p> <p><u>Improvising and composing</u> Explore improvisation within a major and minor scale Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. Explore and create graphic scores: Create a story, choosing and playing classroom instruments and/or soundmakers. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds.</p> <p><u>Performing</u> Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Add actions to the song. Play some simple instrumental parts.</p>	As Early Years, plus: Beat Beater Cymbal Drum Dynamics High Listen Long Loud Low Perform Quiet Shaker short Steady beat Tambourine Tempo Triangle Tune voice	<p>Instrumental Tuition Local secondary school children in to perform</p> <p>Performances from older children in the school</p> <p>Music tuition teacher to perform to pupils.</p> <p>Exposure to different types of music throughout the school day. For example when completing a task, music could be played in the background.</p> <p>Music played when entering assembly.</p>
Year 2	<ul style="list-style-type: none"> <li>Find and keep a steady beat independently</li> <li>Understand and follow the leader or conductor</li> <li>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</li> <li>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause)</li> </ul>	<p><u>Understanding Music</u> Sing short phrases independently.</p> <p><u>Listening</u> Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Move and dance with the music confidently. Talk about how the music makes you feel. Start to talk about the style of a piece of music.</p> <p><u>Singing</u> Sing as part of a choir/group. Sing songs from memory and/or from notation. Sing to communicate the meaning of the words. Sing in unison and sometimes in parts, and with more pitching accuracy. Add actions to a song. Talk about feelings created by the music/song.</p>	As previously years, plus: Accompany Body percussion Chime bar Chord Claves Compose Duration Ostinato Percussion Phrase Pitch Pulse Recorder Score Tuned percussion	<p>Instrumental Tuition Local secondary school children in to perform</p> <p>Performances from older children in the school</p> <p>Assembly to introduce children to the West Sussex Music service and what they have to offer re: instrumental tuition</p> <p>Music tuition teacher to perform to pupils.</p>

	<ul style="list-style-type: none"> <li>Talk about the difference between rehearsing a song and performing it.</li> </ul>	<p>Join in sections of the song, eg chorus.</p> <p><u>Notation</u> Explore standard notation, using crotchets, quavers, minims and semibreves. Identify hand signals as notation, and recognise music notation on a stave of five lines.</p> <p><u>Playing Instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from notation.</p> <p><u>Improvising and composing</u> Work with a partner and as a class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create and perform your own rhythmic patterns with stick notation, including crotchets, quavers and minims.</p> <p><u>Performing</u> Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. Talk about what the song means and why it was chosen to share.</p>	<p>Untuned percussion Volume Crotchet Quaver Minims</p>	<p>Exposure to different types of music throughout the school day. For example when completing a task, music could be played in the background.</p> <p>Music played when entering assembly.</p>
<p>Year 3</p>	<ul style="list-style-type: none"> <li>Talk about what the song or piece of music means.</li> <li>Identify some instruments you can hear playing.</li> <li>Identify if it's a male or female voice singing the song.</li> <li>Talk about the style of the music.</li> <li>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers,</li> <li>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> </ul>	<p><u>Listening:</u> Share your thoughts and feelings about the music together. Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music.</p> <p><u>Singing</u> Sing a widening range of unison songs, of varying styles and structures. Perform actions confidently and in time to a range of action songs. Sing songs from memory and/or from notation. Sing with awareness of following the beat. Sing with attention to clear diction. Sing expressively, with attention to the meaning of the words. Copy back simple melodic phrases using the voice.</p> <p><u>Notation</u> Read and respond to semibreves, minims, crotchets and paired quavers. Identify: · Stave · Treble clef · Time signature · Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers. Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p> <p><u>Playing Instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from notation. Develop facility in playing tuned percussion or a melodic instrument, such as a glockenspiel or recorder. Rehearse and learn a simple instrumental part by ear or from notation.</p> <p><u>Improvising and composing</u> Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end. Compose over a simple chord progression. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p><u>Performing</u></p>	<p>As KS1, plus: Names of orchestral instruments Accompaniment Call and response Castanets Composer Conductor Drone Duet Duration Glockenspiel Lyrics Melodic phrase Melody Orchestra Orchestration Ostinati Round Scale Stepwise movement Structure Theme Unison Woodblock Xylophone Forte (Loud) Piano (quiet)</p>	<p>Choir</p> <p>Instrumental Tuition West Sussex Music service in to do assembly for KS2</p> <p>Assembly to introduce children to the West Sussex Music service and what they have to offer re: instrumental tuition</p> <p>Steel Pans group in to perform</p> <p>Exposure to different types of music throughout the school day. For example when completing a task, music could be played in the background.</p> <p>Music played when entering assembly.</p>

		<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p>		
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>Think about why the song or piece of music was written.</li> <li>Recognise the style of music you are listening to.</li> <li>Know and understand what a musical introduction is and its purpose.</li> <li>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</li> <li>Talk about the different styles of singing used for different styles of song.</li> <li>Talk about how the songs and their styles connect to the world.</li> <li>Identify and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>Identify: <ul style="list-style-type: none"> <li>Stave</li> <li>Treble clef</li> <li>Time signature</li> </ul> </li> </ul>	<p><u>Listening</u> Talk about the words of a song. Identify the tempo as fast, slow or steady. Discuss the structures of songs. Identify: <ul style="list-style-type: none"> <li>Call and response</li> <li>A solo vocal or instrumental line and the rest of the ensemble</li> <li>A change in texture</li> <li>Articulation on certain words</li> <li>Programme music</li> </ul> Explain what a main theme is and identify when it is repeated. Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato.</p> <p><u>Singing</u> Rehearse and learn songs from memory and/or with notation. Sing in different time signatures. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing, phrasing, staccato and legato</p> <p><u>Notation</u> Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. Read and perform pitch notation within a range. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p> <p><u>Playing Instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from notation.</p> <p><u>Improvising and composing</u> Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise and compose over a simple chord progression. Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Create a melody using crotchets, minims, quavers and their rests.</p> <p><u>Performing</u> Rehearse and enjoy the opportunity to share what has been learned in the lessons. Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Communicate the meaning of the words and articulate them clearly. Use the structure of the song to communicate its mood and meaning in the performance. Talk about what the rehearsal and performance has taught the student. Understand how the individual fits within the larger group ensemble. Reflect on the performance and how well it suited the occasion.</p>	<p>As year 3, plus: Harmony Improvise Leaping Legato (smooth) Pentatonic Riff Staccato (detached) Major Minor</p>	<p>Choir (opportunity to do local performances and perform at the O2)</p> <p>Instrumental Tuition West Sussex Music service in to do assembly for KS2</p> <p>Assembly to introduce children to the West Sussex Music service and what they have to offer re: instrumental tuition</p> <p>Steel Pans group in to perform</p> <p>Exposure to different types of music throughout the school day. For example when completing a task, music could be played in the background.</p> <p>Music played when entering assembly.</p>

Year 5	<ul style="list-style-type: none"> <li>Talk about feelings created by the music.</li> <li>Identify the musical style of a song or piece of music.</li> <li>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</li> <li>Explain a bridge passage and its position in a song.</li> <li>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</li> <li>Read and perform pitch notation within an octave (eg C-C'/do-do).</li> <li>Use full scales in different keys.</li> </ul>	<p>Discuss and respond to any feedback; consider how future performances might be different.</p> <p><u>Listening</u> Justify a personal opinion with reference to Musical Elements. Identify instruments by ear and through a range of media. Recall by ear memorable phrases heard in the music. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Explain the role of a main theme in musical structure. Know and understand what a musical introduction is and its purpose. Explain rapping.</p> <p><u>Singing</u> Sing in unison and parts, and as part of a smaller group. Sing a second part in a song. Self-correct if lost or out of time. Sing expressively, with attention to dynamics and articulation. Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor</p> <p><u>Notation</u> Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p><u>Playing Instruments</u> Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C-C'/do-do range.</p> <p><u>Improvising and composing</u> Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or environment. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</p> <p><u>Performing</u> Perform in smaller groups, as well as the whole class. Perform from memory or with notation, with confidence and accuracy. A student leads part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different.</p>	<p>As year 4, plus: Accent Bass Crescendo (getting louder) Decrescendo (getting softer) Diminuendo Dotted rhythm Flat Metre Notation sharp Silence Texture Timbre</p>	<p>Choir (opportunity to do local performances and perform at the O2)</p> <p>Instrumental Tuition West Sussex Music service in to do assembly for KS2</p> <p>Assembly to introduce children to the West Sussex Music service and what they have to offer re: instrumental tuition</p> <p>Steel Pans group in to perform</p> <p>Research local music groups (who originated from West/East Sussex)</p> <p>Trip to Chichester Festival (or similar) Theatre to hear live music.</p> <p>Exposure to different types of music throughout the school day. For example when completing a task, music could be played in the background.</p> <p>Music played when entering assembly.</p>
Year 6	<ul style="list-style-type: none"> <li>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</li> <li>Demonstrate and maintain good posture and breath control whilst singing.</li> </ul>	<p><u>Listening</u> Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing. Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A'Cappella groups.</p> <p><u>Singing</u></p>	<p>As year 5, plus: Diction Interval Syncopation Fortissimo (very loud) Pianissimo (very quiet)</p>	<p>Choir (opportunity to do local performances and perform at the O2)</p> <p>Instrumental Tuition West Sussex Music service in to do assembly for KS2</p>

	<ul style="list-style-type: none"> <li>• Sing expressively, with attention to breathing and phrasing.</li> <li>• Sing expressively, with attention to dynamics and articulation.</li> <li>• Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</li> </ul>	<p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing in parts where appropriate. Sing with and without an accompaniment. Sing syncopated melodic patterns. Lead a singing rehearsal. Talk about the different styles of singing used for the different styles of songs sung in this year.</p> <p><u>Playing Instruments</u> Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation.</p> <p><u>Improvising and composing</u> Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p><u>Performing</u> Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. Understand the value of choreographing any aspect of a performance. Understand the importance of the performing space and how to use it. Collect feedback from the audience and reflect how the audience believed in the performance. Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>		<p>Assembly to introduce children to the West Sussex Music service and what they have to offer re: instrumental tuition</p> <p>Steel Pans group in to perform</p> <p>Research local music groups (who originated from West/East Sussex)</p> <p>Trip to Chichester Festival (or similar) Theatre to hear live music. Exposure to different types of music throughout the school day. For example when completing a task, music could be played in the background.</p> <p>Music played when entering assembly.</p>
KS3	<p>When children are in KS3, they should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li> <li>• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• listen with increasing discrimination to a wide range of music from great composers and musicians</li> </ul> <p>develop a deepening understanding of the music that they perform and to which they listen, and its history.</p>			