



Clipston Endowed VC Primary School – The Big Picture – Music

Our Over-arching Intent	That every child flourishes and enjoys learning through access to a rich, rounded, connected, coherent and progressive curriculum			
Aims of our Curriculum – by the end of their time with us at Clipston we aim...	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society.	
Core School Value	“Be Kind ~ Be Your Best ~ Be Happy”			
The Intrinsic Core of Music – our Intent – what we seek to achieve for our children as musicians.	To be confident performers, composers and listeners who are able to express themselves musically at and beyond school.	To show an appreciation and respect for a wide range of musical styles from around the world, understanding how music is influenced by wider cultural, social and historical contexts.	To understand ways in which music can be written down to support performing and composing activities.	To demonstrate and articulate an enthusiasm for music, identifying their own musical preferences.
We will develop the knowledge and skills that children need to succeed	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.		Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.	

How we organise learning in Music, through the development of Big Ideas

Explore and Investigate Whole School Big Ideas	Pitch, Dynamics and Tempo	Timbre
	<p>Pitch refers to how high or low a note sounds. Dynamics refer to how loud or soft a sound is. Tempo refers to how fast or slow a piece of music is.</p> <ul style="list-style-type: none"> Tuned instruments play a range of pitched notes. The group of pitches in a song is called a ‘key’. A minor key can be used to make the music sound sad; a major key can create a bright, happy sound. Dynamics can change the effect a sound has on the audience. The ‘pulse’ is the steady beat that goes through the music. The tempo of a musical phrase can be changed to achieve a different effect. A melody can be adapted by changing its dynamics, pitch or tempo. 	<p>‘Timbre’ means the ‘quality of sound’ and that different instruments sound different playing a note of the same pitch. This can be used to create characters, stories, mood and style in music:</p> <ul style="list-style-type: none"> Musical instruments can be used to create ‘real life’ sound effects. An instrument can be matched to an animal noise based on its timbre. Group instruments based on their timbre can create contrasting textures in music. Human voices have their own timbre and this can be adapted by using the voice in different ways. Timbre can be thought of as ‘tone colour’ and described in many ways e.g. warm or cold, rich or bright.
	Texture and Structure	Notation and Duration
	<p>Music has layers called ‘texture’. Its sounds are organised into a structure and a music piece can have more than one section e.g. verses and a chorus. These add interest and complexity to a piece of music:</p> <ul style="list-style-type: none"> Music often has more than one instrument being played at a time. A graphic score can show a picture of the layers or ‘texture’. Different instruments and rhythms can be combined to create layers of sound. Harmony means playing two notes at the same time, which usually sound good together. Poly-rhythms are where many rhythms are played at once. Texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. 	<p>Music can be written down using pictures and/or symbols so that someone else can play it Notation can also indicate rhythm and duration i.e. the pattern of long and short notes:</p> <ul style="list-style-type: none"> Duration means how long a note, phrase or whole piece of music lasts. Different notes have different durations and these are represented by different notations e.g. crotchet, minim. Graphic notation means writing music down using your choice of pictures or symbols but staff notation means music written more formally on special lines called ‘staves’. Representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly. Playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed. Reading music means using how the written note symbols look and their position to know what notes to play.

The Big Ideas are developed through the understanding of Key Themes or Schema, developed from EYFS to Year 6

Explore and Investigate Key Themes (Schema)	Listening	Performing	Composing	History of Music (KS2)
	Listen to, review and evaluate a range of music Employ active listening to listen with discrimination. Discern musical techniques, instruments and inter-related dimensions (see ‘Big Ideas’) when appraising a piece of music.	Have the opportunity to learn a musical instrument; tuned and un-tuned. Learn to sing and to use their voice to perform on their own and with others. Use appropriate musical notations to perform music composed by another. Understand that meaning can be communicated in a performance, including through the inter-related dimensions (see ‘Big Ideas’).	Create and compose music on their own and with others. Use appropriate musical notation to record music so it may be performed by another. Use technology to compose and record. Understand how music is composed to convey meaning, including through the inter-related dimensions (see ‘Big Ideas’).	Critically engage with music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.

Implementation: How do we deliver our Curriculum? (Year A – 2021/22 Year B – 2022/23)

Early Years	Children’s development will be supported as they make sense of their physical world and their community through a variety of activities and experiences that reflect upon the Characteristics of Effective Teaching and Learning, including opportunities to explore, observe and find out about people, places, technology and the environment. A full outline of the EYFS specifically linked to Music can be found in our Music Overview and End Points document		
Progression	Progression in Learning from Reception to Year 6 is outlined in our Music Overview and End Points document		
Key Stage 1 – Year 1 & Year 2			
Big Ideas – Planned Progression of Components for Key Stage One	Listening	Listen with concentration and understanding to a range of high-quality live and recorded music.	
	Performing	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.	
	Composing	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
	History of Music	N/A – Key Stage 2 only	

Key Stage One Disciplinary Knowledge – In the context of...	Year A		Year B
	<p>Recorders</p> <ul style="list-style-type: none"> - Introduce staff notation to play a tuned instrument with a selection of notes and basic rhythms, beginning to learn appropriate musical vocabulary to understand and act upon pitch and duration. - Perform as part of a group, taking direction from a conductor. <p>Timbre and Rhythmic Patterns (Theme: Fairytales)</p> <ul style="list-style-type: none"> - Introduce the concept of timbre; learning that different sounds can represent characters and key moments in a story. - Explore clapping along to the syllables of words and phrases then create rhythmic patterns to tell a familiar fairy tale. <p>African Call and Response Song (Theme: Animals)</p> <ul style="list-style-type: none"> - Go on a musical safari; use instruments to represent animals, copying rhythms. - Learn a traditional African call and response song and to recognise simple notation, progressing to create own animal-based call and response rhythms. <p>Orchestral Instruments (Theme: Traditional Western Stories)</p> <ul style="list-style-type: none"> - Introduce the instruments of the orchestra and practice identifying these within a piece of music. - Learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action. <p>Nativity Performance</p> <ul style="list-style-type: none"> - Perform as an ensemble using voices as instruments and with some awareness of others. - Perform simple actions, in time, to accompany songs sung. 	<p>Recorders</p> <ul style="list-style-type: none"> - Introduce staff notation to play a tuned instrument with a selection of notes and basic rhythms, beginning to learn appropriate musical vocabulary to understand and act upon pitch and duration. - Perform as part of a group, taking direction from a conductor. <p>Pulse and Rhythm (Theme: All About Me)</p> <ul style="list-style-type: none"> - Listen to a range of different music and play games to identify the difference between the pulse and rhythm of a song. - Consolidate understanding of these concepts through listening and performing activities including 'call and response' and 'thinking voice'. <p>On This Island: British Songs and Sounds</p> <ul style="list-style-type: none"> - Learn about the music of the British Isles, describing music using simple musical vocabulary. - Exploring multiple ways of making the same sound, creating music of our own that clearly represents a particular environment (seaside, countryside, city). - Sing, play and follow instructions to perform as a group. <p>Pitch and Tempo (Theme: Superheroes)</p> <ul style="list-style-type: none"> - Explain what pitch means and identify whether a note is higher or lower. Create a pattern using two pitches, then sing or play it. - Explain what tempo means and identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). - Contribute to a group composition using these techniques. <p>Nativity Performance</p> <ul style="list-style-type: none"> - Perform as an ensemble using voices as instruments and with some awareness of others. - Perform simple actions, in time, to accompany songs sung. 	<p>Opportunities to sing, perform and listen to and appreciate various genres of music covered throughout the year during assemblies (e.g. BBC Ten Pieces including a diverse range of music from other cultures and people throughout history), church services (e.g. Harvest, Christmas and Easter) and visitors (e.g. NMPAT bands).</p>

Lower Key Stage 2 – Year 3 & Year 4

Big Ideas – Planned Progression of Components for Lower Key Stage Two	Listening	Listen with attention to detail and recall sounds using aural memory. Appreciate and understand a range of high-quality live and recorded music from a variety traditions.
	Performing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with some accuracy, fluency, control and expression. Begin to use staff notation, and use other musical notations, to play pieces composed by others.
	Composing	Improvise and compose music for a range of purposes using the inter-related dimensions of music. Begin to use staff notation, and use other musical notations, to write down own musical compositions.
	History of Music	Appreciate and understand a range of high-quality live and recorded music drawn from great composers and musicians. Begin to develop an understanding of the history of music.

Lower Key Stage Two Disciplinary Knowledge – In the context of...	Year A		Year B
	<p>Recorders</p> <ul style="list-style-type: none"> - Read staff notation to play a tuned instrument with a range of notes and rhythms, learning appropriate musical vocabulary to understand and act upon tempo, pitch and duration. - Perform on own and as part of a group, taking direction from a conductor. <p>Musical Motifs: Romans</p> <ul style="list-style-type: none"> - Drawing upon understanding of repeating patterns in music, introduce the concept of musical motifs. - Compose and notate a motif, then transpose this. Combine and perform different versions of a musical motif. <p>Jazz</p> <ul style="list-style-type: none"> - Learn about ragtime style music, Dixieland music and scat singing. - Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. - Improvise or compose a scat singing performance with sounds and words. <p>NMPAT: Samba Drumming</p> <ul style="list-style-type: none"> - Learn about the musical culture of South America and the 'Sounds of the Carnival'. - Play un-tuned instruments rhythmically, following directions from a conductor to start and stop in time. - Perform to a small audience. 	<p>Recorders</p> <ul style="list-style-type: none"> - Read staff notation to play a tuned instrument with a range of notes and rhythms, learning appropriate musical vocabulary to understand and act upon tempo, pitch and duration. - Perform on own and as part of a group, taking direction from a conductor. <p>Develop a Singing Technique: Vikings</p> <ul style="list-style-type: none"> - Develop singing technique, learning to keep in time and work on musical notation and rhythm. - Perform a song, with actions, as a group. <p>Rock and Roll</p> <ul style="list-style-type: none"> - Learn about the origins and features of Rock and Roll music. - Learn to sing and perform the hand jive and 'Rock Around the Clock'. <p>NMPAT: Strings</p> <ul style="list-style-type: none"> - Learn about the developing of string instruments and classical music. - Play tuned instruments with growing accuracy and control for different pitches, tempo and dynamics. - Perform to a small audience. 	<p>Opportunities to sing, perform and listen to and appreciate various genres of music covered throughout the year during assemblies (e.g. BBC Ten Pieces including a diverse range of music from other cultures and people throughout history), church services (e.g. Harvest, Christmas and Easter), Young Voices and visitors (e.g. NMPAT bands).</p>

Upper Key Stage 2 – Year 5 & Year 6

Big Ideas – Planned Progression of Components for Upper Key Stage Two	Listening	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.
	Performing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations to play pieces composed by others.
	Composing	Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations to write down own musical compositions.
	History of Music	Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians. Continue to develop an understanding of the history of music.

Upper Key Stage Two Disciplinary Knowledge – In the context of...	Year A	Year B
	<p>Recorders</p> <ul style="list-style-type: none"> - Read staff notation to play a tuned instrument with a greater range of notes and more complex rhythms, learning appropriate musical vocabulary to understand and act upon dynamics, tempo, pitch and duration. - Perform on own and as part of a group, taking direction from a conductor. <p>Advanced Rhythms</p> <ul style="list-style-type: none"> - Learn about the work of Zoltan Kodaly and develop an understanding of his music method. - Strengthen the feeling of pulse through collaborative activities and use hands as instruments to explore rhythmic patterns. - Create own rhythmic compositions, notate and perform this, then take on the role of a music critic to constructively critique and discuss with peers. <p>Film Music</p> <ul style="list-style-type: none"> - Identify the characteristics of film music and appraise different musical features in a variety of film contexts. - Create a composition and graphic score to perform alongside a film. <p>End-of-Year Production</p> <ul style="list-style-type: none"> - Perform as an ensemble, solo and in small groups using voices as instruments and with awareness of others. - Find the pulse / beat of the music to move rhythmically to perform dance routines as part of the performance. 	<p>Recorders</p> <ul style="list-style-type: none"> - Read staff notation to play a tuned instrument with a greater range of notes and more complex rhythms, learning appropriate musical vocabulary to understand and act upon dynamics, tempo, pitch and duration. - Perform on own and as part of a group, taking direction from a conductor. <p>Looping and Remixing</p> <ul style="list-style-type: none"> - Learn about how dance music is created. - Play a simple looped rhythm from notation, create a piece of music using prewritten loops, select a section of a tune and perform it as a loop and combine loops to create a remix. <p>Blues</p> <ul style="list-style-type: none"> - Introduce this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. - Learn to play the Blues scale and improvise own Blues music by playing the notes in different orders. <p>End-of-Year Production</p> <ul style="list-style-type: none"> - Perform as an ensemble, solo and in small groups using voices as instruments and with awareness of others. - Find the pulse / beat of the music to move rhythmically to perform dance routines as part of the performance.
Opportunities to sing, perform and listen to and appreciate various genres of music covered throughout the year during assemblies (e.g. BBC Ten Pieces including a diverse range of music from other cultures and people throughout history), church services (e.g. Harvest, Christmas and Easter), Young Voices and visitors (e.g. NMPAT bands).		

Impact	Most children achieve the End Point Milestones for Music		
	Children become...		
	successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve.	confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	responsible, happy citizens of the world who have the capacity to make positive contributions to society.