

## Music

Music at Camestone is taught as a discrete subject, sometimes linked to other subjects through a thematic approach and sometimes linked to opportunities to present performances.

Our 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
- develop a sense of personal and cultural identity and the ability to think critically about the subject

Music: Key Stage 1					
Singing		Playing an instrument	Listening and appreciate	Create own music	
	<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality music</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• make different sounds with voice and with instruments</li> <li>• follow instructions about when to play and sing</li> <li>• learn songs by heart</li> </ul>	<ul style="list-style-type: none"> <li>• use instruments to perform and choose sounds to represent different things</li> <li>• accompany songs</li> </ul>	<ul style="list-style-type: none"> <li>• say whether they like or dislike a piece of music</li> <li>• listen and respond to different styles of music</li> </ul>	<ul style="list-style-type: none"> <li>• clap and repeat short rhythmic and melodic patterns</li> <li>• make own patterns of sounds to create different effects and moods</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• sing or clap increasing and decreasing tempo</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>• play simple rhythmic patterns on an instrument</li> <li>• vary dimensions of music when playing – pitch, dynamics, pulse, tempo</li> </ul>	<ul style="list-style-type: none"> <li>• make connections between notations and musical sounds</li> <li>• pick out elements of music they like or dislike</li> </ul>	<ul style="list-style-type: none"> <li>• create simple patterns of notes and rhythms</li> <li>• create music in response to different starting points</li> </ul>	

## Music: Key Stage 2

	Performing	Compose	Listen
	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• play clear notes on instruments</li> <li>• perform and improve my own short compositions on my own or with others</li> <li>• sing accurately with others</li> </ul>	<ul style="list-style-type: none"> <li>• combine different sounds to create a specific mood or feeling in repeated patterns</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and describe changes in dimensions of music – tempo, pitch, rhythm, dynamics, pulse</li> <li>• recognise different types of instruments when listening</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• sing songs from memory with accurate pitch</li> <li>• perform as a group, taking different parts</li> </ul>	<ul style="list-style-type: none"> <li>• use notation to record compositions in a small group or individually</li> <li>• improvise with a known piece of music, given appropriate notes</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and use silence in music</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• maintain own part whilst others are performing their part and change parts</li> </ul>	<ul style="list-style-type: none"> <li>• compose short phrases of music which meets specific criteria</li> <li>• choose the most appropriate tempo for a piece of music</li> <li>• improvise to a range of known music, given appropriate notes</li> </ul>	<ul style="list-style-type: none"> <li>• repeat a phrase from the music after listening intently.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• sing in harmony confidently and accurately</li> <li>• perform parts from memory</li> <li>• take part in a musical performance with confidence</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of different musical devices in composition (including melody, rhythms and chords) and improve the effectiveness for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• accurately recall a part of the music listened to</li> </ul>

## Music: Key Stage 2

	Use and understand	Appreciate	History of music
	<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians</i>	<i>develop an understanding of the history of music</i>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• create repeated patterns with different instruments</li> <li>• use simple notation to record my own compositions (repeated patterns)</li> </ul>	<ul style="list-style-type: none"> <li>• use musical words to describe a piece of music and compositions</li> <li>• use musical words to describe what they like and do not like about a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• I have listened to music from different periods and by different composers</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• use notation to record and follow short sequences</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the different distinct styles and purposes of music</li> </ul>	<ul style="list-style-type: none"> <li>• name a classical composer</li> <li>• experience and describe the music of a range of classical composers from different periods</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• use notation to compose and perform melodies</li> </ul>	<ul style="list-style-type: none"> <li>• describe, compare and evaluate music using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• describe and compare the work of different composers from different periods, including the kinds of instruments used</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• analyse features within different pieces of music for both performance and composition</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate how effectively a piece of music reflects the purpose, occasion and venue for that piece</li> </ul>	<ul style="list-style-type: none"> <li>• talk about own cultural and personal musical identity</li> <li>• talk about what music has meant to people in different periods</li> </ul>