St Barnabas and St Paul's C of E Primary School Music Curriculum Rationale

Reception

In Reception, children begin by listening and responding to different styles of music. They will embed the foundations of the interrelated dimensions of music such as making and listening to sounds, describing them as long or short, quiet or loud, fast and slow. As children show an interest in the way musical instruments sound, they tap out simple repeated rhythms and begin to move rhythmically when listening to a range of live and recorded music (finding pulse). Children will learn and sing-a-long with nursery rhymes and action songs and begin to build a repertoire of songs and dances. Music and songs are explored across the curriculum in order to support learning and memory (storytelling, ordering numbers, learning new vocabulary). Later in the year, children will be given opportunities to listen and respond to a song or piece of music and represent it in a different style E.G through dance or art etc. They use this music to inspire imaginative movement.

Year 1

In Year One, children will experience a range of recorded and live classical, popular and world music and be able to find and keep the pulse. They will understand that the pulse is the heartbeat of the music, and that rhythm is created by long and short sounds, both instrumentally and vocally. Children will be able to copy a simple rhythm and clap the rhythm of their names when playing games. They will learn to create some of their own. Graphic and symbol notation will be used to illustrate these simple rhythms for children to clap and add movement to. Exploration of using the voice expressively and creatively will be modelled through raps and chants, changing the pitch appropriately and singing in unison. Children will have experience of notation through recognising symbols and pictures to represent sound. Tuned and un-tuned instruments will be used to create music as a response to stimulus and children can explore their own notation ideas. Dynamics, pitch and tempo will be explored both vocally and instrumentally using familiar songs.

Year 2

In Year Two, children will have the opportunity to listen with concentration to a range of recorded and live music including: classical, popular and world music. As well as finding a pulse, children will create movement in response to music and may express an opinion. The way in which music makes us feel when we listen will be explored and discussed. When listening to pieces of music, children will be able to recognise and name some of the instruments they hear. Children will explore adding simple accompaniments to songs using tuned and un-tuned instruments. Exploration of using the voice expressively and creatively will be modelled through songs, rhymes and chants, changing the pitch appropriately and singing in unison. Songs with a wider pitch range will be explored and children will have experience of pitch as a notation through warm up games. There will be experience of creating, selecting, combining and sequencing sounds using the interrelated dimensions of pulse, rhythm and pitch. Children will begin to identify the difference between pulse and rhythm, and describe rhythm using the terms 'walking'/'jogging'/'rest'. Standard notation will now have note heads on to represent notes.

Year 3

In Year Three, children will listen with increasing concentration and recognise how the interrelated dimensions of music can be used to create different moods and effects. When listening to pieces of music, there will be exploration of how pulse, rhythm, pitch, dynamics, tempo, timbre, structure and texture are used. They will appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Children will develop an understanding of the history of music by exploring the types/styles of music. Children will begin to name a musical instrument and explain which instrumental family they belong to. They will begin to improvise and compose simple rhythmic patterns for a range of purposes within a given structure. The interrelated dimensions of music will be carefully considered and applied. Staff notation will be explored when performing, showing an awareness of the audience and beginning to identify improvements of own work. Children will be able to sing a growing range of songs in tune and with expression, including canons, simple rounds and other partner songs.

Year 4

In Year Four, children will consolidate their understanding of the inter-related dimensions when explaining musical composition when listening to a range of music. When listening to music they begin to learn about tonality (major and minor). Children will consolidate their understanding of the history of music by exploring the types/styles of music. Children will continue to learn the names of more musical instruments and explain which instrumental family they belong to. They will continue to improvise and compose simple rhythmic patterns for a range of purposes within a given structure. Staff notation will be developed when performing, showing an awareness of the audience and can identify improvements of own work. Children will be able to sing a growing range of songs in tune and with expression, including canons, simple rounds and other partner songs.

Year 5

In Year 5, children will listen and recall sounds with increasing aural memory. They should understand, recognise and describe how the interrelated dimensions of music can be used to create different moods and effects using appropriate musical vocabulary, such as the dimension names. They will listen to a growing range of high-quality live and recorded music, which is drawn from different traditions and great composers and musicians. This supports and enriches their understanding of the musical genre, while deepening their musical knowledge and experience. Children will begin to relate music across time to other factors such as world events, and to develop a basic idea of a musical timeline by exploring different types/styles of music. Children will be given the opportunity to improvise and compose music for a range of purposes, confidently and appropriately using the interrelated dimensions of music to create specific effects, moods, atmospheres and ideas. Children must understand, recognise and describe the use of the dimensions. They will experience playing and performing in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.

Year 6

In Year Six, children will listen with attention to detail and recall sounds with increasing aural memory. They should understand, recognise and describe how the interrelated dimensions of music can be used to create different moods and effects using appropriate musical vocabulary, such as the dimension names. They will listen to a growing range of high-quality live and recorded music, which is drawn from different traditions and great composers and musicians. This supports and enriches their understanding of the musical genre, while deepening their musical knowledge and experience. Children will be given the opportunity to improvise and compose music for a range of purposes, confidently and refining the use of the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. They will experience playing and performing in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. They will begin to use and understand staff notation, including the use of stave, and other notation, such as letter names in a sequence. Throughout the year, children will learn to recognise and name a growing number of individual instruments within instrumental families.