



Curriculum Subject Outline – Music 2016-2017

Subject Leader: Lisa Humphries **Arts Team Leader:** Vicky Flynn

Ongoing thread through all year groups- to appreciate and understand a wide range of high quality live and recorded music from different traditions and from great composers and musicians. Develop an awareness/understanding of the history of music.

	Year One	Year Two
To perform	<ul style="list-style-type: none"> • Use voices to sing songs following the melody. • To know the difference between long and short sounds using voice or percussion instruments. • I can use percussion to accompany songs or stories. • I enjoy clapping and marching in time to the music. 	<ul style="list-style-type: none"> • Use voices to sing songs following the melody with greater accuracy. • Make and control long and short sounds, using voice and instruments. • I can use patterns to accompany songs on tuned /untuned percussion instruments. • I can clap rhythms accurately.
To compose	<ul style="list-style-type: none"> • To create a sequence of long and short sounds. • To create loud and quiet sounds. • To create high and low sounds. • To create long and short sounds. • To choose sounds to accompany songs and stories. 	<ul style="list-style-type: none"> • To recognise and respond to simple repeated patterns in rhythm (ostinato) • Create a mixture of different sounds (long and short, loud and quiet and high and low.) • Choose sounds to create an effect.
To transcribe	<ul style="list-style-type: none"> • Use symbols to assist performance (graphic score) 	<ul style="list-style-type: none"> • Use symbols to represent composition and use them to help with a performance.
To describe music	<ul style="list-style-type: none"> • To describe the music as fast or slow. • To describe the music as loud or quiet. • I can recognise and name some percussion instruments. • I can respond to different moods in music. 	<ul style="list-style-type: none"> • To recognise changes in tempo, dynamics and pitch. • I can recognise all common percussion instruments. • I can try to use the correct language to describe how a piece of music changes and how I feel about the effects produced.

	Year 3	Year 4
To perform	<ul style="list-style-type: none"> • to sing from memory and with accuracy • to play notes on an instrument with accuracy (so they are clear and with care) • to perform with control showing awareness of gradual changes in tempo and dynamics 	<ul style="list-style-type: none"> • to sing with clear diction, pitch • to maintain a simple part within a group • to understand how parts fit together
To compose	<ul style="list-style-type: none"> • to use sounds to create a picture (effects) • to improvise short rhythmic patterns • to create and maintain rhythmic ostinatos and add a drone accompaniment (based on Pentatonic Scale) • to create lyrics for songs 	<ul style="list-style-type: none"> • to use sounds to create abstract effects (ICT link) • to improvise short melodic patterns • to create melodic ostinato • to create and maintain melodic ostinatos as an accompaniment (based on Pentatonic scale) • to create lyrics for chants, raps and songs
To transcribe	<ul style="list-style-type: none"> • to have an awareness of non-standard symbols to indicate when to rest and play (through WOPPS) • to recognise the symbols for a crotchet, minimum and crotchet rest • to have an awareness of staff notation 	<ul style="list-style-type: none"> • to devise non-standard and recognise and use standard symbols to indicate when to play and rest (rhythmic notation) • to recognise a semibreve and quavers (WOPPS) (as well as crotchets, minim and crotchet rests)
To describe music	<ul style="list-style-type: none"> • to use the terms duration (beat/rhythm), pitch, texture, structure, dynamics and tempo to describe and evaluate music 	<ul style="list-style-type: none"> • to use and apply the terms duration (beat/rhythm), pitch, texture, structure, dynamics and tempo to describe and evaluate music • to understand how musical elements are used to create different moods and feelings (including layers and accompaniments)

	Year 5	Year 6
To perform	<ul style="list-style-type: none"> • I can sing songs with confidence and accuracy of melody, with awareness of dynamics. • I can sing a melody in a two part song. 	<ul style="list-style-type: none"> • I can sing songs confidently with control of pitch, rhythm and dynamics. • I can maintain my own part in a group performance. • I can sing in a round.
To compose	<ul style="list-style-type: none"> • I can improvise rhythmic phrases in a group performance. • To create a drone or ostinato. 	<ul style="list-style-type: none"> • I can improvise melodic and rhythmic phrases in a group performance. • To use drones and melodic ostinato based on the pentatonic scale.
To transcribe	<ul style="list-style-type: none"> • I can use graphic notation to record my work. • To independently recognise rhythmic notation. • To have an awareness between the relationship between pitch and staff notation. 	<ul style="list-style-type: none"> • Use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • I can use simple staff notation to record my work. • To name and play FACE EGBD (WOPPS)
To describe music	<ul style="list-style-type: none"> • I can describe and compare different kinds of music with a growing awareness of musical language. • I can name some composers and their works. • Choose from a wide range of musical vocabulary to accurately describe and appraise music including; <ul style="list-style-type: none"> -Pitch -Dynamics -Tempo -Solo -Rounds -Timbre -Texture 	<ul style="list-style-type: none"> • I can describe, compare and evaluate different kinds of music using different musical language. • I can comment on how the composer of a piece has achieved an effect. • Choose from a wide range of musical vocabulary to accurately describe and appraise music including; <ul style="list-style-type: none"> -Pitch, Dynamics, , Tempo, Timbre -Texture -Lyrics and melody -Expressive -Solo, Rounds, Harmonies, Accompaniments -Drones -Cyclic patterns -Combination of musical elements -Cultural content