



Dunton Bassett & Claybrooke Primary: Music Curriculum Framework

Music Curriculum Framework	Big Ideas and Concepts of Music: <i>Music is the universal language of mankind – Henry Wadsworth Longfellow</i>						
	Aims The Music curriculum at Dunton Bassett and Claybrooke Primary Schools aims to ensure that all pupils:						
	<ul style="list-style-type: none"> 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 						
	Performing		Improvising and Composing		Listening and Reviewing		
Instrument		Singing		Dimensions			
Notation		Our compositions		Great musicians and composers			
<p>Understanding that audience and purpose are vital to a performance.</p> <p>Performance can be improved through practice, feedback and discussion</p> <p>To know the effects of performing as a solo or ensemble</p>		<p>Understand how pitch, duration, dynamics, tempo, timbre, texture, structure impact on music</p> <p>Learn to sing and to use voices</p> <p>To understand how the sounds of instruments can create different musical outcomes</p> <p>Create sounds and music using the interrelated dimensions of music</p> <p>To know appropriate musical notations.</p> <p>Create sounds and music using technology.</p>		<p>Know the name and features of different musical genres</p> <p>The names of key composers and musicians and the effect they have had on the musical world</p> <p>Recognise and name different instruments and the sounds they make</p> <p>Know the vocabulary needed to describe and evaluate music.</p> <p>Understand that music can be recorded and created in different ways.</p>			
Key Threshold Concepts	Upper KS2 (Y5/6)	<p>Individual or small group performances of instruments learnt at home or in music club/class.</p> <p>Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms.</p> <p>Accurately maintain an independent part within a group with an instrumental.</p> <p>Read and play at least 5 notes on an instrument (eg recorders) with greater accuracy and independence.</p> <p>Perform with control, dynamics and awareness of others.</p>	<p>Young Voices UKS2 Performance Lead Christmas Carol Concert Class assembly</p> <p>Confidently sing part songs and canons with control, expression, phrasing and dynamics.</p> <p>Accurately maintain an independent part within a group in a vocal performance.</p> <p>Perform with control, dynamics and awareness of others.</p>	<p>Improvise with confidence and an awareness of rhythm, context and purpose.</p> <p>Group soundscape composition with instruments and vocals and a conductor.</p>	<p>Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics</p> <p>Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody.</p> <p>Staff notation: recognise notes on the staff and note values of semiquaver, quaver, crotchet, minim and semibreve.</p>	<p>Discuss ways to improve the composition of others using musical dimensions as a guide.</p>	<p>Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody).</p> <p>Describe and give opinions of the music heard with confident use of an extended range of musical terminology.</p> <p>Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles.</p>

<p>Lower KS2 (Y3/4)</p>	<p>Perform simple rhythmic and melodic patterns on a variety of percussion instruments.</p> <p>Read and play at least 3 notes on an instrument (eg recorders) with care and a degree of accuracy.</p> <p>Performance of Whole Class Ensemble</p>	<p>Sing rounds (canons) and partner songs, maintaining own part with some support.</p> <p>Sing songs with a simple ostinato part.</p> <p>Sing with a developing understanding of expression and dynamics.</p> <p>Young voices LKS2 Performance Christmas Carol Concert Class assembly</p>	<p>Create a soundscape using tuned and untuned percussion.</p> <p>Understand and use Italian musical terminology within vocal and instrumental composition.</p> <p>Begin to take part in improvisation sessions with confidence.</p>	<p>Represent sounds on a graphic score with symbols for a group performance.</p> <p>Compose four bars of music using 3 notes with an understanding of note value and time signature.</p> <p>Staff notation: recognise notes on the staff and note values of quaver, crotchet and minim.</p>	<p>Share ways to improve the composition of others</p>	<p>Recognise the family groups within the orchestra and the importance of the conductor.</p> <p>Describe and give opinions of the music heard with some use of musical vocabulary.</p> <p>Discuss the emotional impact of a piece.</p> <p>Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster)</p>
<p>KS1 (Y1/2)</p>	<p>Begin to use correct technique when playing a range of percussion instruments.</p> <p>Keep a steady beat and copy simple rhythm patterns.</p> <p>Start and stop together on direction.</p> <p>ClassAssembly</p>	<p>Sing simple songs and chants (with actions) building rhythmic and melodic memory.</p> <p>Use voice to create sounds - humming, whispers, clicks and whistles.</p> <p>Start and stop together on direction.</p> <p>Christmas Nativity Harvest Assembly ClassAssembly</p>	<p>Create and clap own rhythms.</p> <p>Create patterns of sound – long/short, high/low, loud/soft (quiet).</p> <p>Use instruments to reflect a topic or add sound effects to a story.</p>	<p>Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</p>	<p>Think of ways to improve their compositions.</p>	<p>Talk about music heard with appropriate vocabulary.</p> <p>Begin to explore how music can affect emotions.</p> <p>Recognise how music enriches our lives.</p> <p>Compare 2 contrasting pieces of music for dimensions such as pitch or tempo.</p>
<p>EYFS</p>	<p>Create sounds and develop awareness of the sounds of different musical instruments.</p> <p>Explore the different sounds of instruments.</p> <p>Join in with known/favourite songs and rhymes.</p> <p>Sing simple and familiar songs and rhymes.</p> <p>Make up songs and rhymes.</p> <p>Tap out simple repeated rhythms and create some of their own.</p> <p>Respond to sound with body movement.</p> <p>Imitate what is observed.</p> <p>Select and use equipment and instruments.</p> <p>Make choices of songs to sing.</p> <p>Listen and tune in to sounds.</p> <p>Experiment with fast and slow, loud and soft, etc.</p> <p>Experiment with beat and rhythm.</p> <p>Take turns and share musical instruments.</p> <p>Record and listen to their own music or music from other sources</p>					