



St Bartholomew's Music Curriculum

Intent and Vision

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging in our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Implementation- reasoning behind our Music curriculum

In response to the DfE Model Music Curriculum (2021), St Bartholomew's have invested in SingUp, an online scheme of teaching recommended by Somerset Music.

This scheme is designed to cover all areas of the Model Music curriculum and will enable all staff to teach music lessons, regardless of musical training or confidence.

SingUp Music is taught in EYFS, Year 1, Year 2, Year 5 and Year 6.

In Years 3 and 4, the objectives of the Model Music Curriculum are taught through instrumental lessons provided by Somerset Music. These objectives are then further embedded and recapped during teaching in our weekly Singing Worship.

Music Knowledge and Skills Progression

	<u>EYFS</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
Pitch	<p>I can describe the pitch as high / low.</p> <p>I can hear the difference between a high or low note on different instruments.</p>	<p>I can use simple actions to demonstrate changes in pitch.</p> <p>I can sing simple songs with increasing accuracy of pitch.</p>	<p>I can pitch high and low notes moving in steps or leaps.</p> <p>I can notice changes in pitch recognising high, middle and low sounds and using actions to demonstrate pitch.</p>	<p>I can begin to understand that notes can move by step to form a scale.</p> <p>I understand that the pitch of the instrument is often determined by the size of an instrument.</p>	<p>I can trace the pitch of the melody with hand and body movement.</p> <p>I can confidently sing in unison and two parts with secure intonation.</p>	<p>I can understand that pitch can be shaped to form a melody.</p> <p>I can compare the shape of two different melodies.</p> <p>I can identify where music moves by step / leaps.</p>	<p>I can internalise and correctly pitch intervals with accurate intonation using a scale.</p> <p>I can maintain accurate pitch whilst singing in more complex unison and two and three part songs.</p>
Rhythm & Pulse	<p>I can explain what the pulse/beat is.</p> <p>I can use actions / marching to help me feel the pulse.</p> <p>I can echo a rhythm.</p>	<p>I can internalise/feel a pulse in a song.</p> <p>I can perform a song with actions whilst keeping a regular pulse.</p> <p>I can listen for the 'strong' beat.</p>	<p>I can perform a rhythm as part of a group and keep my part going.</p> <p>I can copy and play simple rhythms in time with other people.</p> <p>I can understand that rhythm can be written down/notated.</p>	<p>I can keep the pulse whilst singing a song</p> <p>I can demonstrate an understanding of the difference between pulse/beat and rhythm.</p> <p>I can understand that the pulse is a regular beat that I</p>	<p>I can develop my understanding of weak and strong beats.</p> <p>I can demonstrate that I understand where the 'strong' beat is in the bar.</p> <p>I can notate my compositions</p>	<p>I can hear and clap a complex rhythmic ostinato.</p> <p>I can write lyrics to match/mirror a rhythm.</p> <p>I can compose and perform a rhythmic ostinato.</p> <p>I can perform</p>	<p>I can internalise the pulse by speaking in time to the beat.</p> <p>I can echo, recognise and memorise four beat rhythm patterns.</p> <p>I can read musical notation including semiquavers, rests, more complex semiquaver</p>

'Roots to Grow and Wings to Fly'

			<p>I can hear the rhythm patterns of a word and be able to reproduce them using body percussion or instruments.</p>	<p>can feel but not always hear.</p> <p>I can spot the difference between rhythms.</p>	<p>using crotchets and crotchet rests.</p> <p>I can read and tap notated rhythms</p> <p>To identify a repeated rhythmic patterns.</p> <p>I can read musical notation including crotchet, quaver, semi-quaver.</p>	<p>my rhythmic ostinato.</p> <p>I can maintain and internalise a steady pulse, in a variety of tempi.</p>	<p>patterns, dotted rhythms, triplets.</p>
<p>Dynamics</p>	<p>I can identify and recognise the difference between soft and loud in music.</p> <p>I can choose suitable instruments to make loud/soft sounds.</p>	<p>I can control my voice to sing and chant at a variety of dynamics.</p>	<p>I can recognise and perform using these dynamic markings pp, p, f.</p> <p>I can explore different effects of using loud/soft voices.</p>	<p>I can recognise and use contrasting dynamics in a performance.</p> <p>I can recognise and perform using these dynamic markings pp, p, f, crescendo, diminuendo.</p>	<p>I can perform a song at a range of different dynamic levels and identify symbols that show different dynamic markings.</p> <p>I can use my hands to lead a performance and direct what dynamic should be used.</p>	<p>I can identify and use dynamic variation whilst performing a song.</p> <p>I can recognise and perform using these dynamic markings pp, p, mp, mf, f, ff, crescendo, diminuendo.</p>	<p>I can establish a good performance through use of a variety of dynamics to create balance.</p> <p>I can use dynamics to create an effect.</p>

<p>Tempo</p>	<p>I can identify slow/fast tempo and use appropriate vocabulary.</p>	<p>I can explain how music played at different tempi makes me feel.</p>	<p>I can respond to tempo changes through movement to use, fast/slow with actions to a song.</p> <p>I can sing a song at different speeds.</p>	<p>I can develop an awareness of how tempo can suggest the mood of a piece of music.</p> <p>I can understand the terms <i>lento</i>, <i>andante</i>, <i>allegro</i> and use these terms to describe music I listen to.</p>	<p>I can understand the terms <i>accelerando</i>.</p> <p>I can perform music in different tempi and understand how a conductor can alter the speed of a piece.</p>	<p>I can recognise Italian terms that link to tempo and use these directions to perform at different speeds.</p> <p>I understand how change in tempo can alter feel of a performance and can suggest tempi markings and explain my reasoning.</p>	<p>I can perform at a range of tempi and understand how a conductor can alter tempi.</p>
<p>Timbre</p>	<p>I can compare sounds.</p> <p>I can choose sounds/timbres to represent ideas.</p>	<p>I can identify the origin and timbre of a specific sound.</p>	<p>I can explore vocal timbre and understand that instruments can produce different timbres.</p>	<p>I can understand that timbre means the quality of colour of a musical sound.</p> <p>I can use body percussion to explore timbre and</p> <p>I can produce different timbres with an everyday object.</p> <p>I can explore all the different timbres that one</p>	<p>I can understand that different combinations of instruments create different timbres</p> <p>I can listen to music and understand how a composer uses timbre to create a specific effect.</p> <p>I can understand that <i>staccato</i> means detached.</p>	<p>I can identify how one instrument can be used in a variety of ways to create different timbres</p>	<p>I can match instrumental timbres to colours.</p> <p>I can describe how a composer has selected timbre to reflect different emotions, moods or images in music.</p>

				instrument can create.			
Texture		I can create a 'sound sandwich' using body percussion and instruments in several layers.	I can layer vocal parts in partner songs.	I can build up layers of vocal sound. I can build a series of rhythmic layers, exploring changing textures.	I can use spoken ostinato phrases to build different textures, experimenting with different layers. I can understand the term unison.	I can sing in canon and identify where parts enter. I can build up a complex rhythmic ostinato rhythm, holding a line as a four part ensemble.	I can explain how composers select different groups of instruments or voices for effect and how as the texture of the music alters your experience it as a listener also changes.
Structure	I can identify the strong beat.	I can follow a musical structure. I can recognise the structure of a call and response song.	I can recognise the structure verse chorus verse chorus in a song. I can recognise a round.	I can recognise the structure of a call and response song and compose a further example.	I can identify the structure of a song using ABC to denote sections. I can identify the structure of a call and response song in Binary form (AABB). I can work with a group to compose rhythms and structure these to form a piece of music.	I can sing in canon and identify where parts enter. I can identify the structure of a round.	I can structure a composition in ternary form and in other given structures I can compare examples of recognised musical structures for example the concerto and the symphony.

EYFS & KS1 MUSIC CURRICULUM OVERVIEW

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>EYFS</u>	I've Got a Grumpy Face Row, Row, Row Your Boat Witch Witch	Bird Spotting: Cuckoo Polka Five Fine Bumblebees Up and Down	Down There Under the Sea Bow, Bow, Bow Belinda Slap, Clap Slap
<u>Year 1</u>	Magical Musical Aquarium Colonel Hathi's March Menu Song	Musical Conversations Football Dawn From Sea Interludes	Dancing and Drawing to Nautilus As I was Walking Down The Street The King is in the Castle
<u>Year 2</u>	Tony Chestnut The Carnival of the Animals Creepy Castle	Minibeasts Grandma Rap Trains	Rockpool Rock Swing Along With Shostakovich Charlie Chaplin

KS1 MUSIC Vocabulary

Year 1	
Singing	Simple songs, chants and rhymes, pitch, pentatonic songs, call and response songs.
Listening	The teaching of music is enriched by developing shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
Composing	Improvise simple chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli.

'Roots to Grow and Wings to Fly'

	<p>Understand the difference between rhythm and pitch patterns and perform to others. Use music technology to capture change and combine sounds. Recognise how graphic notation represents sounds. Explore and invent own symbols.</p>
Musicianship	<p>Musicianship – Pulse/beat, tempo, body percussion, percussion instruments, tuned instruments. Respond to pulse through movement.</p>
Rhythm	<p>Word patterns, copycat patterns, short repeating rhythms (ostinati) word pattern chants.</p>
Pitch	<p>Pitch – Comparing high and low sounds Ascending and Descending xylophone</p>

Year 2

Singing	<p>pitch, dynamics, tempo, crescendo, decrescendo, pause.</p>
Listening	<p>enriched by sharing and understanding, stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>
Composing	<p>Create music in response to a non-musical stimulus. Improvising, question and answer phrases to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation. Use music technology, to capture, change and combine sounds.</p>
Musicianship	<p>Pulse/beat, beat groupings, rhythm (crotchets, quavers and crotchet rests)</p>
Pitch	<p>Cuckoo interval, melodic phrases, tuned percussion, comparing high and low sounds</p>

LKS2 MUSIC Curriculum Overview

YEAR 3 CURRICULUM OBJECTIVES

The following objectives are met through instrumental teaching & Sing Up.

Pitch	<ul style="list-style-type: none">• I can begin to understand that notes can move by step to form a scale.• I understand that the pitch of the instrument is often determined by the size of an instrument.
Rhythm & Pulse	<ul style="list-style-type: none">• I can keep the pulse whilst singing a song• I can demonstrate an understanding of the difference between pulse/beat and rhythm.• I can understand that the pulse is a regular beat that I can feel but not always hear.• I can spot the difference between rhythms.
Dynamics	<ul style="list-style-type: none">• I can recognise and use contrasting dynamics in a performance.• I can recognise and perform using these dynamic markings pp, p, f, crescendo, diminuendo.
Tempo	<ul style="list-style-type: none">• I can develop an awareness of how tempo can suggest the mood of a piece of music.• I can understand the terms lento, andante, allegro and use these terms to describe music I listen to.
Timbre	<ul style="list-style-type: none">• I can understand that timbre means the quality of colour of a musical sound.• I can use body percussion to explore timbre and• I can produce different timbres with an everyday object.• I can explore all the different timbres that one instrument can create.

Texture	<ul style="list-style-type: none">• I can build up layers of vocal sound.• I can build a series of rhythmic layers, exploring changing textures.
Structure	<ul style="list-style-type: none">• I can recognise the structure of a call and response song and compose a further example.

YEAR 4 CURRICULUM OBJECTIVES

The following objectives are met through instrumental teaching & Sing Up.

Pitch	<ul style="list-style-type: none">• I can trace the pitch of the melody with hand and body movement.• I can confidently sing in unison and two parts with secure intonation.
Rhythm & Pulse	<ul style="list-style-type: none">• I can develop my understanding of weak and strong beats.• I can demonstrate that I understand where the 'strong' beat is in the bar.• I can notate my compositions using crotchets and crotchet rests.• I can read and tap notated rhythm.• To identify a repeated rhythmic patterns.• I can read musical notation including crotchet, quaver, semi-quaver.
Dynamics	<ul style="list-style-type: none">• I can perform a song at a range of different dynamic levels and identify symbols that show different dynamic markings.• I can use my hands to lead a performance and direct what dynamic should be used.
Tempo	<ul style="list-style-type: none">• I can understand the terms accelerando.• I can perform music in different tempi and understand how a conductor can alter the speed of a piece.
Timbre	<ul style="list-style-type: none">• I can understand that different combinations of instruments create different timbres• I can listen to music and understand how a composer uses timbre to create a specific effect.• I can understand that staccato means detached.

Texture	<ul style="list-style-type: none"> • I can use spoken ostinato phrases to build different textures, experimenting with different layers. • I can understand the term unison.
Structure	<ul style="list-style-type: none"> • I can identify the structure of a song using ABC to denote sections. • I can identify the structure of a call and response song in Binary form (AABB). • I can work with a group to compose rhythms and structure these to form a piece of music.

UKS2 MUSIC Curriculum Overview

	Autumn	Spring	Summer
Year 5	Why We Sing Introduction to Songwriting Madina / tun / nabi	Building a Groove Balinese Gamelan Epoca	
Year 6	Hey Mr Miller Shadows Dona Nobis Pacem	You To Me Are Everything Twinkle Exploring Identity Through Song	Nobody Knows (The Lumineers)

KS2 MUSIC Vocabulary

Year 3	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, pentatonic scale, imagination.
---------------	---

Year 4	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion.
Year 5	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.
Year 6	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

What will MUSIC look like in the classroom?

Pupils need sufficient, quiet space to be able to make and learn about music. Teachers are expected to reorganise classroom furniture when necessary. The hall provides a larger, more resonant space. When appropriate, teachers should use the posters designed to explain and illustrate musical elements. These may be displayed in the hall or in classrooms. Music is a routine part of the daily life of the school and is played in all classes at the beginning of the day and after lunch.

Assessment

The progress of pupils is assessed using the SingUp success criteria for each year group. Assessment opportunities are identified in the skills covered within the curriculum. At the end of each unit teachers should record on foundation subject assessment grids to show the level a child is working at. At the end of each academic year, foundation grids are compiled in each year group, that show which pupils are performing at the expected standard, those who are below are working towards the expected standard and those above are working at greater depth within the expected standard.

SEN

It is important that music lessons facilitate high expectations, matches children's needs and helps them to make progress.

Teachers implement and develop strategies to support SEN pupils whilst supporting inclusion in music. Teachers plan for appropriate pace and use a range of kinaesthetic /multi-sensory tools to promote enjoyment and progress.

Knowledge and skills can be developed in small steps through analogies, drama and practical activities. Group work in music is widely used and can foster interpersonal and communication skills. Carefully matched work suited to the child's own needs and range of learning can promote confidence and stimulate an interest in future learning.

The music subject leader conducts regular scrutinies and SEND children form a vital part of pupil voice activities, ensuring their voice is taken into consideration to help teachers to plan an effective and inspiring curriculum.

Monitoring and review

The subject leader monitors and evaluates the implementation of the scheme of work, and the Headteacher will report to the Governors. A small sample of boys and girls who are low and high attainers in music are observed annually. This is used to gauge the effectiveness of the music curriculum and to ensure that pupils make good progress.