



St Andrew's Church School Music Curriculum - Years 1-6



Intent

"Music is a moral law. It gives soul to the universe, wings to the mind and flight to the imagination" – Plato

"Where words fail, music speaks" – Hans Christian Andersen

At St Andrew's we encourage our children to grow as musicians, appreciating that music is a universal language that embodies one of the highest forms of creativity.

We aim to Grow Musicians who:

Have an excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles and have a good awareness and appreciation of different musical traditions and genres.

Have a passion for and commitment to a diverse range of musical activities.

Confidently develop their musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.

Are able to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.

Use a rapidly widening repertoire to create original, imaginative, fluent and distinctive composing and performance work.

Implementation

Our children should be able to work creatively to organise their knowledge, skills and understanding around the following key concepts:

- **Perform**
- **Compose**
- **Transcribe**
- **Describe music**

These key concepts underpin learning through each Key Stage. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

The accumulation of knowledge and skills from Years 1 to 6 is mapped as follows:

Breadth of Study in Music		
Key Stage 1	Key Stage 2	
<ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music. 	
<p>Key Concepts /Skills – Perform This concept involves understanding that music is created to be performed.</p>		
Years 1 and 2	Years 3 and 4	Years 5 and 6
<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes of an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument).

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<p>Key Concepts /Skills – Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>		
<p>Years 1 and 2</p> <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<p>Years 3 and 4</p> <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<p>Years 5 and 6</p> <ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
<p>Key Concepts /Skills – Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>		
<p>Years 1 and 2</p> <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<p>Years 3 and 4</p> <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<p>Years 5 and 6</p> <ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.

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Key Concepts /Skills – Describe music This concept involves appreciating the features and effectiveness of musical elements.		
Years 1 and 2	Years 3 and 4	Years 5 and 6
<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> 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 sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.

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The teaching of Music at St Andrew's is covered as follows:

Whole Class	
EYFS	Phase 1 phonics – environmental sounds, body percussion, songs and nursery rhymes
Year 1	<i>Musical Minis</i> programme; <i>Sing as One</i> event with local infant schools
Year 2	<i>Musical Minis</i> programme – whole class percussion
Year 3	
Year 4	Musical Notation; song writing
Year 5	Bath Abbey Schools Singing Programme – Year 5 whole class choir (including performance opportunities such as Bath Christmas Market, with the Bath Bach Choir, Midsomerset Music Festival.
Year 6	End of year Shakespeare production – composition and performance
Whole school	
	Weekly singing assembly and weekly celebration assembly; end-of-term Services in St Swithin's Church; special projects – eg BaNES Air Pollution Rap, <i>To the Stars</i> , <i>Jonahman Jazz</i> ; Bath Philharmonia workshops
Individual and Small Groups	
Instrumental Tuition	Individual and small group lessons in piano, guitar, violin, cello, trumpet, clarinet, recorder
Performances	Termly Performance Assembly; end-of-term Services at St Swithin's Church