

Copnor Primary School

Being a Musician



Copnor Primary School's high-quality music curriculum is planned as a 7-year journey across the Key Stages and engages and inspires our pupils to develop a love of music and their talent as musicians, thereby increasing their self-confidence, creativity and sense of achievement. As our pupils progress, they develop a critical engagement with music. This allows them to listen to, appraise and compose music in a variety of styles and, in turn, allowing the pupils to understand how the music canon can help them to create melodic pieces of music.

By the end of Key Stage 1, our pupils will have been taught the initial skills, knowledge and understanding to enable them to use their voices expressively and to play musically. They will have listened to a wide range of music and begun to understand and explore how sounds can be selected and combined in order to create music.

Our pupils are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically.
- listen with concentration and understanding to a range of high-quality live and recorded pieces of music.
- experiment with, create, select and combine sounds using the interrelated dimensions of music.

By the end of Key Stage 2, our pupils will have been taught to sing and play musically with increasing confidence and control. They will have developed an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They will understand how to recognise and compose music that has two or more parts in a harmony.

Our pupils are taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the interrelated dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand a stave and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

'Greater Depth' is achieved through a focus on **ACE** - tasks enable pupils to **Apply**, **Connect** and **Explain** (or **Explore**) & **Evaluate**

Apply

Pupils apply skills, knowledge and understanding from their current, and previous, learning independently and in new contexts.

Connect

Pupils make clear, strong and appropriate links between their skills, knowledge and understanding and the new context.

Explain & Evaluate

Pupils are able to explore and critically evaluate the effect of independently combining the use of taught music, known music and experience of musical instruments to create their own music.

	Year 1	Year 2	Year 3
Singing and Voice	<ul style="list-style-type: none"> I can find my singing voice and use my voice confidently. I can sing a melody accurately at my own pitch. I can sing with a sense of awareness of pulse and control of rhythm. I can follow pitch movements with my hands and use high, low and middle voices. I can begin to sing with control of pitch. I can recall and remember short songs. 	<ul style="list-style-type: none"> I can recognise phrase lengths and know when to breathe. I can sing songs expressively. I can sing songs with awareness of other performers. I can recall and remember longer songs. 	<ul style="list-style-type: none"> I can sing with awareness of pulse and control of rhythm. I can recognise simple phrases. I can sing songs and create different vocal effects. I can internalise sounds by singing parts of a song 'in my head'. I can sing songs with increasing expression, accuracy and fluency.
Composition	<ul style="list-style-type: none"> I can contribute to a class composition. I can explore sounds and match a sound to movement of an animal etc. I can create simple patterns of sound. I can identify changes in sounds. I can tell the difference between long and short sounds. I can order sounds to create a beginning, middle and end. 	<ul style="list-style-type: none"> I can start to explore instruments on my own. I can play simple repeated patterns within a composition. I know the term 'ostinato'. I can match my sounds to a partner's sounds. I can begin to choose sounds to create an effect on the listener. I can begin to compose short melodic patterns using two or three notes. I can begin to compose short melodic patterns - sequences of long and short sounds. 	<ul style="list-style-type: none"> I can create sounds that describe moods and emotions. I can compose music in a pair and make improvements to my work. I can change the tempo, pitch and dynamics of my patterns. I know the difference between ostinato, beat and rhythm. I can use silent beats for effect e.g. rests.
Notation	<ul style="list-style-type: none"> I am aware of notating music with symbols or musical notation. 	<ul style="list-style-type: none"> I can create my own symbols to match a sound. I can represent sounds pictorially, with increasing relevance. I am aware of musical notation and can follow some notes on a staff 	<ul style="list-style-type: none"> I can begin to notate my music using symbols or musical notes. I can read notes BAG on a staff and play them on a musical instrument.

Listening, Evaluating and Appraising	<ul style="list-style-type: none"> • I can listen to a variety of musical styles. • I can improve my sounds so they are louder/quieter/faster/slower. • I can form an opinion to express how I feel about a piece of music. • I can tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds. 	<ul style="list-style-type: none"> • I can listen to a variety of musical styles and explain preferences. • I can identify well-defined musical features. • I can improve my sounds and adjust instruments where necessary. • I can verbally recall what I have heard with simple vocabulary e.g. loud, soft, high and low. 	<ul style="list-style-type: none"> • I can listen to music with attention to detail. • I can improve my compositions. • I can describe music using appropriate vocabulary. • I can begin to compare different kinds of music. • I can recognise differences between music of different times and cultures.
Performance Skills	<ul style="list-style-type: none"> • I can perform together and know when to join in. 	<ul style="list-style-type: none"> • I can perform together and follow instructions from the leader e.g. hand signals to indicate pitch and duration of notes. I can perform musical patterns keeping a steady pulse. 	<ul style="list-style-type: none"> • I am aware of my audience and can present my performances with pride and confidence. • I can improvise (including call and response) within a group using my voice. • I can collaborate to create a piece of music.

	Year 4	Year 5	Year 6
Singing and Voice	<ul style="list-style-type: none"> I can sing with confidence using a wider vocal range. I can sing in tune with expression and with awareness and control of the expressive elements. I can understand how mouth shapes can affect voice sounds. I can sing a round in two or three parts. 	<ul style="list-style-type: none"> I can sing songs with increasing control of breathing, posture and sound projection. I can sing songs in tune and with awareness of other parts. I can sing with expression and rehearse with others. 	<ul style="list-style-type: none"> I can sing in two-part or three-part harmony, identifying the melodic phrases. I can sing with confidence in small groups and alone, and begin to have awareness of improvisation with the voice.
Composition	<ul style="list-style-type: none"> I can create textures by combining sounds in different ways. I can play in time with others in my group. I can improvise tunes based around the pentatonic scale. 	<ul style="list-style-type: none"> I am aware of the musical elements within my composition. I can play my part with awareness of others in my group, keeping in time with a variety of parts. I can choose appropriate timbres which will complement each other in a group composition. I can compose simple melodies on tuned percussion. I can use technology to compose and record sequences of sound, understanding how to apply and edit loops. 	<ul style="list-style-type: none"> I can state which musical elements I am improvising around within my compositions. I can compose more complex melodies on tuned percussion. I can keep in time with my whole group, showing awareness of where the beat falls, and how to keep more complex rhythms in time. I can use a variety of features of technology to compose individually and in pairs.
Notation	<ul style="list-style-type: none"> I can notate a group composition where we all play different parts using graphic notation. I can read musical notation on my instrument. I can use notation to record and interpret sequences of pitches. 	<ul style="list-style-type: none"> I can notate group compositions using musical or graphic notation, identifying how all the parts fit together. I can read chords confidently and play these on an instrument. I can begin to write chords and use these. 	<ul style="list-style-type: none"> I can read and perform grid and rhythm notation. I can sing songs with musical notation as support. I can read and play chords and some TAB notation. I can recognize that different forms of notation serve different purposes.
Listening, Evaluating and Appraising	<ul style="list-style-type: none"> I can listen to a variety of music styles and comment on the tempo, dynamics, pitch and timbre. I can evaluate my own work and peer-assess the work of other groups. I can describe what I hear using a wider range of musical vocabulary e.g pitch, duration, timbre, dynamics and tempo. I can explain why silence is used in a piece 	<ul style="list-style-type: none"> I can identify different moods and textures. I can evaluate my own and others' compositions and make improvements. I can distinguish layers of sound and understand their combined effect. I can describe, compare and evaluate different kinds of music using an appropriate and broad musical 	<ul style="list-style-type: none"> I can listen to longer pieces of music and identify features. I can comment on how the musical elements have been used expressively in a piece. I can improve my work by analysis, evaluation and comparison. I can evaluate difference in live and recorded performances. I can consider how one piece of music may be

	<p>of music and explain what effect it has.</p> <ul style="list-style-type: none">• I can explore the way sounds are combined to create certain effects.	<p>vocabulary.</p>	<p>interpreted in different ways by different performers, sometimes according to venue and occasion.</p>
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Performance Skills	<ul style="list-style-type: none"> I can perform with awareness of different parts. 	<ul style="list-style-type: none"> I can perform in different ways, exploring the way the performers are a musical resource. I can maintain my part whilst others are performing. I can improvise within a group using melodic and rhythmic phrases. 	<ul style="list-style-type: none"> I can present performances effectively with awareness of audience, venue and occasion.
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Vocabulary Definitions:

Pitch - the measure of how high or low a sound / note is.

Pulse - beats used in a repeated pattern

Percussion - musical instruments played by striking with the hand or with a stick or beater, or by shaking.

Timbre - the character of a sound - what makes it different to other sounds.

Beat - the pattern and speed of music

Ostinato - a short repeated pattern in music

Melody - a combination of pitch and rhythm, the tune of a song.

Notation - system used to visually represent music played with instruments or sung through the use of written/ printed symbols

Tempo/ tempi - the speed at which something is played

Dynamics - the levels of sound, loud and soft.

Pentatonic - a piece of music with 5 notes in an octave.

Diminuendo - making the music quieter or softer

accent - emphasis or stress on a particular note

syncopation - a disturbance or interruption to the regular rhythm in music

Musical bridge - pause or reflection in a song between verse and chorus