



## *Music at Moorfield*

|   |                |
|---|----------------|
| Basic principles                                    | <b>page 2</b>  |
| Long term overview with key themes and linked trips | <b>page 4</b>  |
| Progression Framework                               | <b>page 6</b>  |
| Milestones  | <b>page 13</b> |
| Appendix 1 – MFL Vocab List                         | <b>page 14</b> |
| Appendix 2 - Scheme of work overview                | <b>page 15</b> |

## What are the basic principles of our curriculum?

1. We believe that learning happens when there has been a change to long-term memory. We believe that when something is practised often enough then the retrieval of knowledge and skills becomes automatic.
2. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge. Knowledge is different from information – knowledge is when children make links with subject across the curriculum whereas information is merely isolated pockets of information. This then leads to expertise in a subject because the more you know the easier it is to acquire and understand new knowledge.

## What is procedural knowledge?

Procedural knowledge is a fluency of knowing information that comes with practice and repetition. Episodic learning aids this knowledge and happens through the experiences children have e.g. trips, books, stories, visitors and these don't need much repetition.

## What is semantic knowledge?

Semantic knowledge is the knowledge and facts that needs to be known in order to have a clear understanding of a subject.

## Curriculum intent:

1. The driver for our curriculum is **possibilities** and this shapes our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities.
2. At Moorfield Primary, we use the National Curriculum for Music which aims to ensure that all pupils:
  - Perform, listen to, review and evaluate music
  - Be taught to sing, create and compose music
  - Understand and explore how music is created, produced and communicated.
3. The **intention** of our Music curriculum is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We aspire to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

## Implementation:

1. Our Music curriculum has been designed to progressively develop skills in Music.
2. We are currently using Charanga Scheme to deliver our Music lessons. It ensures development is progressive as it builds on previous knowledge from units already studied.
3. The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of one of our many musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play an instrument, from all four main instrument groups of wind, strings, percussion and keyboards. In

# Possibilities



## Music

doing so understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

4. All children throughout the school are taught Music in a weekly discreet lesson and MAPAS teach additional music and choir lessons: Year 3 have lessons in percussion, Key Stage 2 can join the choir and brass lessons.
5. In assemblies, we listen to a range of music and enjoy the 'Music of the Week'. Weekly singing lessons are held where the children can experience a range of songs.

## Impact

1. Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and we hope that children will develop in the areas of achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

### **By the time our pupils leave us in year 6 we want them to:**

- learn to sing and play a musical instrument with musical understanding and control
- have opportunities to develop their musical skills further, inspiring them to engage in musical activity throughout their lives
- feel the communal bonding experience of playing and singing with others, being part of something greater than themselves
  - experience the joy and satisfaction of creating their own music
- develop a deep understanding and love of music from a wide range of cultures and traditions that will grow throughout their lives
  - know they are able to contribute to and be part of the cultural life and identity of their local area

### **There are 3 threshold Concepts in Music**

- **Perform**
- **Compose**
- **Transcribe and Describe**

# Possibilities



|        | Perform  | Compose   | Transcribe and Describe  |
|--------|--|---|--|
| Year 1 | To be able to: Use my voice to speak, sing and chant. Use instruments to perform Follow instructions about when to play and sing                           | To be able to: Make different sounds with my voice and with instruments. Make a sequence of sounds Repeat short rhythmic and melodic patterns   | To be able to: Respond to different moods in music. Say whether I like or dislike a piece of music Choose sounds to represent different things. Identify the beat of a tune.   |
| Year 2 | To be able to: Sing and follow a melody Perform simple patterns and accompaniments, keeping a simple pulse. Play simple rhythmic patterns on an instrument | To be able to: Sing or clap increasing or decreasing tempo Order sounds to create a beginning, middle and end. Create music in response to different starting points. Choose sounds which create an effect. Use symbols to represent sounds   | To be able to: Make connections between notations and musical sounds. Listen out for changes when listening to music – timbre, dynamic and pitch Improve my own work   |
| Year 3 | To be able to: Sing a tune with expression. Play clear notes on instruments.   | To be able to: Use different elements in my composition. Create repeated patterns with different instruments. Compose melodies and songs. Create accompaniments for tunes Combine different sounds to create a specific mood or feeling.  | To be able to: Use musical word to describe a piece of music and compositions. Use musical words to describe what I like and do not like about a piece of music. Recognise the work of at least one famous composer. Improve my work – explaining how it has been improved |
| Year 4 | To be able to: Perform a simple part rhythmically. Sing songs from memory with accurate pitch.   | To be able to: Improvise using repeated patterns. Use notation to record and interpret sequences of pitches.  | To be able to: Explain why silence is needed in music and what effect it has. Identify the character in a piece of music Identify and describe the different purposes of music. I can begin to identify the style of work of...  |
| Year 5 | To be able to: Breathe in the correct place when singing. Maintain my part whilst others are performing their part.  | To be able to: Improvise within a group using melodic and rhythmic phrases. Change sounds or organise them differently to change the effect. Compose music which meets specific criteria. Use notation to record groups of pitches (chords) Use my music diary to record aspects of the composition process. Choose the most appropriate tempo for a piece of music | To be able to: Describe, compare and evaluate music using musical vocabulary, Explain why I think music is successful/ unsuccessful. Suggest improvements to my own work and to that of others. Contract the work of a famous composer and explain my preferences.         |
| Year 6 | To be able to: Sing in harmony confidently and accurately Perform parts from memory. Take the lead in a performance  | To be able to: Use a variety of different musical devices in my composition (melody, rhythms, chords). Use digital technology to compose and edit music. Create rhythmic patterns with an awareness of timbre and duration.   | To be able to: Analyse features within different pieces of music, Compare and contrast the impact that different composers from different times have had (on people at that time).   |



## Music Progression Framework

Progression throughout the curriculum and assessing for progression

| Threshold Concept | End of Year 1   | End of Year 2  | End of Year 3   |
|-------------------|---|--|---|
| <b>Performing</b> | <p>Singing • Sing and chant together in time, keeping a steady pulse • Sing songs: o with some control of tuning, breathing, clarity of words o conveying different moods (happy, sad, angry) Classroom Instruments • Explore the different sounds that can be produced from a range of instruments • Control playing to produce the longest, shortest, quietest, loudest sound • Follow hand signals for start/stop and quieter/louder • Play in time to a steady beat • Play a repeated pattern or drone to accompany a song • Copy back a rhythm pattern</p> | <p>Singing • Sing a range of songs and perform to an audience: o with accuracy of pitch (over a narrow range and short phrases) o with clear words appropriate to age and ability o with understanding of when to breathe o with control over dynamics and tempo o with coordinated actions Copy back short phrases from a song Identify where pitch rise, falls, or stays the same – and copy with voices Classroom Instruments • Play with control – getting louder/quieter; faster/slower; keeping a steady beat at different tempi • Perform in a smaller group to the rest of the class • Copy back a rhythm pattern on one note on tuned percussion; identify which pitch (out of a choice of two) is being played • Use tuned instruments to perform a two-note repeated pattern to accompany a song • Follow hand signals from a leader for pitch getting higher and lower or staying the same • Perform from a simple pictorial/graphic score, interpreting visual representations for changes in duration and dynamics</p> | <p>Singing • Sing songs from different times and place with confidence, with several from memory • Control pitch and tuning accurately within an octave • Sing with awareness of: o the shape of a melody o phrases in a song o the character and style of the song • Copy back phrases of a song with accuracy of rhythm and pitch (across the range of an octave) • Understand why posture, breathing and diction are important • Sing a round in two parts Instruments (eg djembes, recorders, glockenspiels, untuned percussion) • Play an instrument in a class group • Play running, walk, stride and sleep rhythms against a steady beat at different tempi • Play melodies and/or rhythm patterns in time with a beat • Count bars' rests to know when to come in • Demonstrate control of simple instrumental technique eg, breathing, tonguing, hand positions on recorder; different hand strokes on drums • Control playing at different dynamic levels (eg loud, soft) • Listen carefully and copy back rhythms and melodies o Copy back rhythms accurately o Copy back melodies which use two different pitches</p> |
| <b>Creating</b>   | <p>Experiment with sound: o Different types of sound through voice, body percussion, music ICT, classroom instruments (wood/metal) – timbre o Long and short sounds – duration o Slow and fast sounds -tempo o Quiet and loud sounds – dynamics o Low and high sounds – pitch o Repeated rhythm patterns Choose sounds to represent different thoughts, feelings and moods Suggested music ICT apps to support this iPad: GarageBand (sampler function); Singing Fingers; Mini musical monsters PC: www.voicechanger.io</p>                                     | <p>With guidance, start to order sounds: • create and combine sounds to illustrate different pictures (famous paintings?) • create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre to accompany the changing moods in a story • replace a line in a familiar song, or fill in a gap in an existing piece • create a basic music map (graphic/pictorial notation) to show which instruments play when in their composition. Suggested music ICT apps to support this iPad: Loopesque Kids; Singing Fingers; Mini musical monsters PC: Purplemash 2sequence; <a href="https://tonematrix.audiotool.com/">https://tonematrix.audiotool.com/</a></p>   | <p>Make musical choices for a purpose Using tuned and untuned instruments or music ICT, create musical ideas to accompany a story that has been chosen to: a) suggest a musical structure b) involve manipulating pitch, duration, dynamics or different timbres (or another of the inter-related dimensions of music) Make own picture score to represent and later recreate a composition Make us a song or chant over a repeated rhythm pattern (ostinato) on instruments or body percussion Use percussion instruments, drums or clapping, to improvise a 4-8 beat solo (eg drum circle or against a backing track) Suggested music ICT apps to support this iPad: GarageBand (sampler function); Monkeydrum PC: www.onlinesequencer.net</p>  |

# Possibilities



## Music

|                            |   |   |  |
|----------------------------|---|---|--|
| <p><b>Key Concepts</b></p> | <p>Key concepts/Inter-related dimensions of music<br/>         o Pitch (High sound, low sound)<br/>         o Dynamics (Loud, quiet)<br/>         o Timbre (different sounds from different instruments and voices)<br/>         o Tempo (Slow, fast)<br/>         o Duration (long, short)<br/>         o Pulse (regular beat underlying the music)</p>  | <p>Key concepts/Inter-related dimensions of music<br/>         Pitch (getting higher, lower, stays the same)<br/>         Changes in dynamics (getting louder/quieter)<br/>         Ostinato (repeated pattern)<br/>         Graphic score (visual representation of sound)<br/>         Tuned percussion (instruments that can play different pitches)<br/>         Timbre (different sounds created by hitting, blowing plucking, bowing, through digital technology)<br/>         Difference between pulse and rhythm<br/>         Tempo (music with a slow pulse; with a fast pulse)</p>            | <p>Key concepts/Inter-related dimensions of music<br/>         o Pitch – differences between higher and lower sounds represented by music being vertically higher or lower on a board<br/>         o Duration - notes lasting for different numbers of beats - walk (1), stride (2), sleep (4), running (½ beats)<br/>         o Rests of one beat (shh) or more, or whole bars<br/>         o Beats in a bar (1-2, 1-2 or 1-2-3, 1-2-3)<br/>         o Dynamics - gradations from very quiet through to very loud</p>   |
| <p><b>Listening</b></p>    | <p>Listen to a piece of music and move or clap in time to the pulse<br/>         • Begin to identify the difference between pulse and rhythm<br/>         • Begin to identify differences in tempo (slow, fast) dynamics (loud, quiet) and pitch (high/lows sounds)<br/>         • Listen for signals for stop and start<br/>         • Respond to the mood and character of music through movement/dance/art<br/>         • Show awareness when the mood or character of a piece changes<br/>         • Say how a range of music makes them feel</p> | <p>Pick out and clap along with the pulse in music from different styles<br/>         • Identify and name a range of instruments that create sound by hitting, bowing, plucking, blowing or digital means<br/>         • Listen with concentration to recorded or live music, recognising when musical ideas are repeated<br/>         • Identify when there are changes in tempo, dynamics and pitch<br/>         • Distinguish aurally between pieces of music from different times, places and traditions<br/>         • Invent pictorial notation to represent different sounds and instruments</p> | <p>Recognise common instruments in recorded music, and identify them as belonging to a specific family eg violin (strings); drum kit (percussion); guitar (plucked strings); flute (woodwind); trumpet (brass); piano (keyboard)<br/>         • Listen attentively to music from different times, places and traditions, using simple musical vocabulary to describe some of the detail heard<br/>         • Show, through movement or simple conducting gestures, that they can hear the difference between music with 2 beats in a bar and 3 beats in a bar, and feel where the strong first beat comes<br/>         • Memorise musical ideas (eg a melody, a chorus, a rhythmic idea) and identify when, or how many times it is heard in a piece of recorded music<br/>         • Show awareness of the meaning of key musical concepts, and be able to relate these to specific examples in singing, playing, creating and listening work (see box on left):<br/>         o Pitch<br/>         o Duration<br/>         o Rests<br/>         o Beats in a bar<br/>         o Dynamics<br/>         • Represent and identify changes in pitch, dynamics and duration using invented pictorial /graphic notation</p> |

| Threshold Concept | End of Year 4   | End of Year 5   | End of Year 6   |
|-------------------|---|---|---|
| <b>Performing</b> | <p>Sing: • with awareness of breathing in order to support the voice in longer phrases • with an increasing awareness of tone of voice and the shape of melody • with musical expression • two-/three-part rounds with confidence and increasing pitch accuracy • confidently as part of a small group or solo being aware of posture and good diction Play an orchestral/band instrument as part of the class, and: • Control basic instrumental technique (eg tonguing/bowing) • Pitch a range of notes accurately (eg open strings to 1st/2nd finger on violin, or 5-6 notes on brass/wind etc) • Develop the skills to play in time with a backing created through music ICT • Perform with confidence to an audience • Follow a conductor to understand the structure of a piece and make accurate entries and endings • Play music in a range of styles, from different cultures, countries and times • Play with expression at a simple level – eg by playing with appropriate choice of dynamics Develop aural memory • Copy back syncopated rhythms on instruments • Learn short melodies by ear with musical expression, and be able to reproduce them accurately later • Perform in an extended (eg 3-5 minute) piece from memory, playing musical ideas at the correct time in the structure of the piece</p> | <p>Perform with accuracy, fluency, control and expression: • Sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction • Play or sing a short piece solo, in time with a backing track or accompaniment, with a sense of the relevant musical style • Hold a part in an instrumental ensemble and/or a 2- part song when others are performing different parts • Identify how to improve own performing • Follow a conductor to achieve accurate starts, endings Memorise, clap, sing and play back straightforward and syncopated rhythms and melodies, using 2 or more adjacent notes Extension • Understand what a scale and arpeggio are, and be able to play two or more on an instrument • Develop skills to gain a music medal, music star award or grade exam • Link sound and symbol for more complex rhythms – single quaver; 2 beat and half beat rests (sniff); syncopated rhythms; ties; dotted notes (3 beats, 1 ½ beats)</p> | <p>Perform with confidence and communicate the essence of the music to an audience: o Sing songs and play pieces from a variety of different countries and traditions: o with accuracy of notes, rhythms and tuning o with expression and a sense of shape and direction o holding harmony parts and independent parts o Adjust performing styles, techniques and expression as appropriate to music from different genres, cultures, and traditions o Show awareness of blending and balancing with other performers o Hold own part in an instrumental ensemble o Perform pieces from musical notation and from memory o Follow hand signals from a conductor, responding with accurate timing, entries and with expression Extension • Play scales and arpeggios with accuracy and fluency • Lead and/or conduct a group of performers • Improvise a solo over a chord sequence as part of an overall piece, showing appropriate choice of pitches, rhythms, tempo and a sense of the appropriate style • Develop skills to gain a music medal, music star or grade exam</p> |
| <b>Creating</b>   | <p>Compose, rehearse and record a group piece that: • is for a particular purpose (eg Creative Challenge) • uses a composing technique identified from an existing piece by a great composer or musician (examples in the Great Orchestra Experiment teacher pack) • creates melodic or other ideas played on orchestral/band instruments or music ICT and makes effective use of the musical resources/skills of the class • has different sections within a planned musical structure (eg verse/chorus; ABA; see Great Orchestra Experiment teacher pack for further ideas) Improvise solo simple rhythmic or melodic ideas, using an orchestral/band instrument in a 1 or 2 bar gap that fit with the style of a groove, beat or backing track Use instruments to record a short musical phrase and manipulate the sound using music ICT Suggested music ICT apps to support this iPad: GarageBand PC: Audacity; <a href="https://beautifulaudioeditor.appspot.com/">https://beautifulaudioeditor.appspot.com/</a></p>   | <p>• Use instruments, voice and/or music technology to compose and record a group or class piece that: o is based on an initial stimulus from an existing piece of music and composing technique o arranges and combines musical ideas into a carefully planned musical structure o uses a variety of different textures and timbres • Suggest ways to refine the piece and help it communicate more effectively to an audience • Create a visual plan of the piece, combining accurate visual/graphic notation, with elements of traditional staff music notation where rhythms are simple • Improvise a more extended solo, eg over a blues chord pattern, using a limited range of notes</p>   | <p>Compose and record an original piece (individually, or in a small group) that: • is suitable for a particular purpose • uses voices, instruments, music technology (or a combination) inventively • that shows creativity in musical thinking and a sense of character • is well structured, with a good balance of repetition and contrast • uses a variety of different textures and timbres Analyse the effectiveness of an initial recording, using musical language to suggest ways of refining the piece for a final version</p>   |

# Possibilities

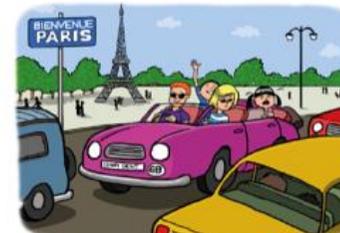


|                                      |   |   |   |
|--------------------------------------|---|---|---|
| <p><b>Key Concepts</b></p>           | <p>Key concepts/Inter-related dimensions of music<br/>                 Rhythm notation (duration) • 4 beat – semibreve (sleep) • 2 beat – minim (stride) • 1 beat – crochet (walk) • ½ beats – quavers (running) • 1 beat rest (shh)<br/>                 Pitch - one-line stave to record differences in pitch: notes below the line, 'on the line' (meaning with the line going through the centre of the note); above the line; letter names to represent specific pitches; sharp, natural, flat<br/>                 Conductor - standard conducting hand movements<br/>                 Orchestral families (strings, brass, woodwind, percussion)<br/>                 Staccato (short, detached)/legato (smooth)</p>   | <p>Key concepts/Inter-related dimensions of music<br/>                 o Structure – balance of repetition and contrast<br/>                 o Pitch – 5 line-stave (staff notation)<br/>                 o Different types of ensembles, linked to different cultures and traditions<br/>                 o Music history – changes in music across Baroque, Classical/Romantic and c20/21 time periods<br/>                 o Music technology: sample, loop, sequence<br/>                 o Texture (the way different layers of music are laid out eg single line melody, as with monks chanting; tune with chords accompanying; different musical lines interweaving, as in a round)</p>  | <p>Key concepts/Inter-related dimensions of music<br/>                 o Chord/Chord sequence<br/>                 o Signs and symbols in a band/orchestra part<br/>                 o Sight reading from notation<br/>                 o Musical features characteristic of different styles, cultures and traditions</p>  |
| <p><b>Listening and Notation</b></p> | <p>Identify, across a range of music:<br/>                 o the time, place and cultural tradition the music comes from<br/>                 o some key musical features of that time period or tradition (eg instruments used, style of performing, use of notation)<br/>                 • Identify visually and aurally the instruments in an orchestra, and those played by children in schools across the city<br/>                 • Understand the role of a conductor, and be able to conduct in time with the beat, using standard conducting patterns<br/>                 • Listen attentively to live or recorded music, using aural memory to identify details eg when a memorised musical idea comes back; how often a notated rhythm pattern appears; which instruments play a specific feature; the number of bars before something changes<br/>                 • Link sound with symbol using standard staff rhythmic notation for four, two, one and half beat notes, and 1 beat rest<br/>                 • Play or clap simple rhythms from staff notation and identify which rhythm from a choice is being played<br/>                 • Understand concept of sharp, flat and natural notes; bar and barline; multiple bars' rests; 'note on a line'<br/>                 • Play/sing notes falling or rising in pitch in response to hand signs and to notes on a one-line stave</p> | <p>Show a basic understanding of the history of western classical music by:<br/>                 • Distinguishing, through attentive listening to detail, between music from o 17th/18th century o 19th century o 20th/21st century<br/>                 • Identifying how developments in musical instrument design and technology have influenced how composers create music<br/>                 Recognise types of ensembles from different countries and traditions, identifying instruments combinations and key features that give them their unique sound eg String quartet, orchestra, wind band, brass band, jazz band, bhangra band, samba band, mariachi band<br/>                 Understand 5-line stave as way of representing pitch:<br/>                 o Link sound with symbol for rises and falls of pitch with note position on the stave, working up and down from one chosen home note<br/>                 o Identify notes on specific lines or spaces on the stave with the relevant letter names for pitch<br/>                 o Recognise signs for sharp, flat and natural notes<br/>                 Understand how rhythm and pitch can both be represented on a 5-line stave.</p> | <p>Use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions<br/>                 Select a piece of music that they identify with and listen attentively to identify unique musical features to justify why it is special<br/>                 Work out how to play simple musical phrases from notation<br/>                 Memorise simple musical phrases by ear, and work out how to play them on an instrument<br/>                 Be able to follow simple sheet music for a song or instrumental piece, understanding the link between sound and symbols for:<br/>                 o Time signatures<br/>                 o Clefs (different clefs for different instruments - treble, bass, alto)<br/>                 o Rests for whole bars and multiple bars<br/>                 o Repeat signs<br/>                 o Rehearsal marks (Figure 1, 2 etc)<br/>                 o Dynamic markings (pp,p,mp,mf,f,ff)<br/>                 o Expression marks (staccato/legato, crescendo/diminuendo)</p> |

Knowledge building: learning the fundamental foundations

Decision making to apply fundamental foundations.

Non-routine thinking that requires inventive application of fundamental foundations.



**Basic**

**Advancing**

**Deep**

# Possibilities



Music

## Music Vocabulary List

See Charanga Scheme of Work