



Swaffham Primaries Partnership



Music Curriculum

Music Intent

The key aims of all music teaching are as follows:

National Curriculum: Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Core Concepts

Core concepts are revisited thus building upon children's knowledge and understanding

Definition	Coverage
Elements	<p>Elements are the ingredients of music and can be broken down into: Duration, dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre.</p> <p>They are like the colours in an artist's palette. Elements can initially be opposites, eg soft/loud, fast/slow, long/short. Elements can be changed gradually, eg getting faster/slower, louder/softer. Elements can be combined together, eg fast & loud, slow & short. Elements can be changed to create different emotions eg notes far apart can feel empty, notes close together can feel anxious. Elements can create tension and release. Elements pervade every other aspect of music.</p>
Singing	<p>Everybody has a voice. Singing is our earliest form of communication. Singing helps develop our language skills. Through singing we can learn about our own language and new languages; about other countries, times and places; about our emotions and feelings and it can help us learn and remember facts across the curriculum. Singing tests our sense of rhythm, our memory skills, our physical awareness and control of our bodies. Singing can be done alone or with others. You can sing anywhere. Singing can help us express ourselves, can make us feel better and can give us a sense of belonging to a community. Singing is accessible to all.</p>
Notation	<p>Notation is the way in which we might write down a sound in written form. Notation helps us to remember our music and to share it with others. Notation is a way of communicating music. We can create our own symbols for music. Our ideas are easier to communicate when we have shared rules about how to write down sounds. Notation can show us what to play and how to play it.</p>
Listening & Music History	<p>A person who writes music is a composer. A composer can be living or dead. A composer can be famous or not. We can all be composers. Composers often write about their own experiences, thoughts and feelings. Composers' works often reflect their place in the world and in history. Learning about composers lives helps us to understand their music. Composers explore new ideas and challenge our thinking.</p>
Composition & Improvisation	<p>Composing is when you explore, plan, rehearse and evaluate music. A composition can tell a story or express an emotion or it can add drama to a film or play. Composition is an organic process: explore – select – combine – listen – evaluate – modify. Composition is when you make decisions about putting sounds together and then rehearse it. Improvisation is when you explore rhythms or melodies that you create in the moment. Improvisation is a way of exploring sounds. An improvisation can become a composition and a composition can have elements of improvisation.</p>

Performance	<p>A performance can be anywhere, at home, at school, in church, outside. A performance can have a large or small audience. It can be for friends and family or for people you don't know. A performance is a chance to celebrate what you can do, it is an opportunity to be proud and a focus for your rehearsals. A performance is a chance to share your talents, to inspire others and for your own and others' pleasure.</p>
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Substantive Vocabulary

Brass	Elements	Baroque	Chord	Chorus	Accompany
Keyboard	Duration	Blues	Clef	Ostinato	Compose
Percussion	Dynamics	Classical	Note	Melody	Rehearse
Strings	Pitch	Choral	Notation	Lyrics	Perform
Woodwind	Pulse	Gospel	Pentatonic	Round	Improvise
Ensemble	Rhythm	Jazz	Scale	Instrumental	
Orchestra	Structure	Pop	Score	Verse	
Conductor	Tempo		Stave		
Composer	Texture				
	Timbre				

Music Overview

		Autumn	Spring	Summer
EYFS	Year A	Familiar songs, Move to music, Playing instruments with control, Taking turns, Playing and stopping, Tapping the beat, Action songs,		
KS1	Year A	Pulse Elements Performance	Pitch Elements Singing	Graphic Scores Notation Listening and Music History
	Year B	Body & Vocal Sounds Singing Composition	Long & Short Sounds Elements Notation	Gradation of Dynamics Elements Composition
Lower KS2	Year A	Ostinatos Elements Composition	Pulse & Accent Notation Performance	Structure/ Production Singing Elements
	Year B	Exploring Rhythm Notation Performance	Sound Makers: Timbre Composition Elements	Pitch: Rounds Singing Elements
Upper KS2	Year A	Pentatonic Songs Composition Notation	Chords Composition Notation	Improvisation/ Production Performance Singing
	Year B	Emotions Listening and Music History Composition	Timbre & Texture Elements Listening and Music History	World Music/Production Performance Singing

Enquiry Questions

EYFS		<p>What songs do I know? Can I remember the actions?</p> <p>What sound does this make?</p> <p>How can I change this sound? Can I add actions to this song?</p> <p>How can I draw or paint my sounds?</p> <p>How can I move my body with the music? How does this music make me feel?</p> <p>Can show my music to someone else?</p>		
KS1	Year A	<p>Pulse</p> <p>How can I show the pulse?</p> <p>How can I lead other musicians clearly?</p>	<p>Pitch</p> <p>Can I follow changes in pitch?</p> <p>Can I sing 3 pitches accurately?</p>	<p>Graphic Scores</p> <p>How do I write sounds down?</p> <p>How can I remember my music?</p> <p>Listening and Music History</p>
	Year B	<p>Body & Vocal Sounds</p> <p>What sounds can I make with my body?</p> <p>What body sounds can I use to accompany a story or poem?</p>	<p>Long & Short Sounds</p> <p>Which instruments make long or short sounds?</p> <p>How can I write down a long or short sound?</p>	<p>Gradations of Dynamics</p> <p>How do I make a sound get louder or quieter?</p> <p>Can I make a piece of music that gets louder and softer?</p>
Lower KS2	Year A	<p>Ostinatos</p> <p>What is an ostinato?</p> <p>How can I make a piece of music using ostinatos?</p>	<p>Pulse & Accent</p> <p>What does a 1, 2 or 4 beat note look and sound like?</p> <p>Performance</p>	<p>Structure/ Production</p> <p>Can I write a piece of music with 3 different sections?</p> <p>How can I help myself to remember lyrics?</p>
	Year B	<p>Exploring Rhythm</p> <p>Can I create a rhythm pattern using word phrases?</p> <p>How do I know when the start? How can we play together?</p>	<p>Sound Makers: Timbre</p> <p>What things can I find that make interesting sounds? How do sound effects help storytelling?</p> <p>How can I describe a sound?</p>	<p>Pitch: Rounds/Production</p> <p>What is a round? How does a round work?</p> <p>Can I follow the pitch accurately?</p>
Upper KS2	Year A	<p>Pentatonic Songs</p> <p>What is a pentatonic scale?</p> <p>How do I write pitched notes on a staff?</p>	<p>Chords</p> <p>What is a chord? What is the difference between major and minor?</p>	<p>Improvisation/ Production</p> <p>How does my body language affect my performance?</p> <p>What is Scat singing? How can I use my voice to improvise?</p>
	Year B	<p>Emotions</p> <p>What composers do I know?</p> <p>How do I make my music sound happy, scary or lonely?</p>	<p>Timbre & Texture</p> <p>How many instruments can I hear? How do I make my music sound happy or lonely?</p> <p>How many instruments can I hear?</p>	<p>World Music/Production</p> <p>How can I project my voice effectively?</p> <p>What part of the world does this song come from? What languages can I sing in?</p>