

Music Statement of Intent

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato Music is the way a culture judges itself. It’s what it leaves for others to judge by too. Teaching music introduces young people to the best that the world has to offer over hundreds of years. It encourages teamwork, confidence and creativity, expands the experience of young people as well as improving cognition and learning across the board (music is maths made audio). Some children may have a real talent and sympathy for music. Finding this is vital to securing the subject’s importance. It is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children’s ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives.

Music Curriculum Map

	Autumn	Spring	Summer
Year 1	<ul style="list-style-type: none"> • Singing simple songs • Walking, clapping and moving in time to a steady beat • Improvising simple vocal chants • Performing short copycat rhythms • Recognising that graphic notation can represent sounds. 	<ul style="list-style-type: none"> • Singing call and response songs • Recognising changing tempos • Creating musical sound effects and short sequences of sounds. • Perform word-pattern chants and rhythm patterns • Explore and invent symbols to represent sounds. 	<ul style="list-style-type: none"> • Singing simple songs, chants, rhymes from memory • Listen and compare high and low sounds • Understanding the difference between a rhythm pattern and a pitch pattern • Following symbols to guide singing and playing.
Year 2			<ul style="list-style-type: none"> • Singing songs with varying dynamics and tempo

	<ul style="list-style-type: none"> • Singing songs with a simple pitch range • Find the pulse in a piece of music and walk, clap etc in time with the tempo • Create music in response to a stimulus. • Sing short phrases in a small group • Create rhythms using words as a starting point. 	<ul style="list-style-type: none"> • Singing and responding to direction and visual symbols • Recognising changes in tempo when listening to a piece of music • Improvising a simple musical conversation • Singing short phrases independently • Recognise dot notation. 	<ul style="list-style-type: none"> • Grouping beats into 2s and 3s by finding the strongest beat • Use stick notation to record composition • Performing a chanted rhythm pattern • Create rhythm with stick notation.
Year 3	<ul style="list-style-type: none"> • Singing songs with a pitch range do-so • Listen to music commenting on the tempo and rhythm • Improvise a short response using a limited note range • Perform songs and short instrumental melodies as a group • Use dot notation to show higher and lower pitch. 	<ul style="list-style-type: none"> • Singing tunefully with expression • Listening to music and comment on the mood and instrumentation • Compose accompaniment on tuned percussion using known note values • Perform using a tuned instrument following simple staff notation • Understand the difference between crotchets and paired quavers 	<ul style="list-style-type: none"> • Singing confidently and perform actions in time to the music • Features of music from the Classical Romantic Period • Compose a short piece in response to different stimuli • Copy melodic phrases with accuracy • Writing simple musical notation using the treble clef.
Year 4	<ul style="list-style-type: none"> • Singing songs with the range of an octave • Listen to a piece of music and say whether it is in a major or minor key • Improvise using musical features • Perform melodies using staff notation 	<ul style="list-style-type: none"> • Singing with accurate pitch using appropriate dynamics • Compare music by the same composer • Pentatonic scale • Read pitch notation C-G 	<ul style="list-style-type: none"> • Singing songs with simple vocal harmony • Features of music from the Baroque period • Use staff notation to record composition

	<ul style="list-style-type: none"> • Understand the difference between minims, crotchets, paired quavers and rests 	<ul style="list-style-type: none"> • Compose a short piece to create a specific mood. 	<ul style="list-style-type: none"> • Perform in 2 parts from simple notation • Reading bars in notation
Year 5	<ul style="list-style-type: none"> • Singing a broad range of songs with accurate pitch • Listening to music and comment on the dynamics and timbre • Improvise using a wide range of dynamics • Perform melodies from staff notation C-C' • Understand the difference between semibreves, minims, crotchets, crotchet rests, paired quavers and semi-quavers 	<ul style="list-style-type: none"> • Singing using phrasing • Chords • Read pitch notation within an octave • Compare and contrast music by the same composer • Play short rhythms using correct musical notation 	<ul style="list-style-type: none"> • Singing 3-part rounds • Features of music from the Classical Period • Perform simple chordal accompaniments • Time signatures
Year 6	<ul style="list-style-type: none"> • Syncopated rhythms • Listen and comment on music using a wide range of musical vocabulary • Create music with multiple sections • Perform melodies using staff notation using a range of dynamics • Understand the difference between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests. 	<ul style="list-style-type: none"> • Singing with phrasing, accurate pitching and appropriate style • Compare music from the 20th Century • Compose an 8 beat melodic phrase with rhythmic variety • Play in an ensemble • Read pitch within an octave 	<ul style="list-style-type: none"> • Singing in 3- and 4-part rounds • Give opinion on a range of music using musical vocabulary • Year 6 Transition Project • Read and play 4-bar phrase identifying note names and duration.