



# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



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## EYFS

### Subject specific focus from statutory framework for Early Years Foundation Stage

#### Music

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early learning goals that link to music:

#### EYFS Expressive arts and design

#### ELG Being imaginative and expressive

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

#### In foundation stage the children.....

- Access a range of percussion instruments indoors and outdoors, and are taught their names.
- Explore how sounds can be changed and learn the related vocabulary e.g. loud/quiet, fast/slow.
- Build up a repertoire of songs and rhymes through opportunities to sing on a regular basis.
- Listen to a range of music.
- Are encouraged to move in response to music.

#### Guidance for planning and provision is taken from the Musical Development Matters in the Early Years (Early Education, 2018)

'Music should be seen as a core component of children's learning and should be shared with young children to ensure they have broad, balanced and rounded experiences in early childhood and beyond.' This document is a support to provide broad musical experience to our provision right through from 0-60+months, following the ELG and **Development Matters**.

## The National Curriculum Y1-6

From Years 1 through to 6, Charanga Musical School – the online interactive music teaching and learning resource – is used extensively to aid pupils' progression and learning development in music.

The **National Curriculum for Music at Key Stages 1 and 2** aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Therefore, Charanga's online resource based on the **Model Music Curriculum** (DfE, 2021) has been tailor made so that "the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing."

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:



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1. Listening and Appraising
2. Musical Activities
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing
  - d. Playing instruments
  - e. Improvisation
  - f. Composition
3. Performing

## The Model Music Curriculum

What is it?

Music is fundamental to our humanity and civilization. Every child deserves the opportunity to engage with music of all styles and from all cultures, in order to develop their own musical journey. This Scheme provides clearly sequenced units and lessons with week-by-week support for each year group. It is an ideal next step from Charanga's Original Scheme or a starting point for more confident teachers. There are lesson plans, assessment documentation, a clear learning progression, and engaging and exciting songs and resources to support every lesson. Key Learning and Outcomes with 'I Can' statements are provided to be used alongside assessment grids. This scheme supports all the requirements of the National Curriculum: listening, singing, playing, composing, improvising and performing. This scheme can also be used in line with **the non-statutory Model Music Curriculum from the DfE**. A **Model Music Curriculum Mapping** document has been created to show the alignment of the Model Music Curriculum alongside our Scheme of Work.

This Scheme of Work is built on the following principles:

- Children will develop their skills in inquiry and critical thinking.
- Children will begin to feel and learn about social connectivity.
- Children will learn about and deepen their musical understanding and connect this with their place in their community.
- Children will become globally aware and understand what it means to become a citizen of the world.
- Songs and singing lie at the heart of the learning process.
- An authentic musical experience is at the heart of musical learning.
- At each age and stage of development, musical learning is drawn from engaging with the songs in each unit.
- The scheme is fun, modern, inclusive and engaging.
- The scheme is flexible and can be used as a structured approach to music teaching or can be turned into a customised model for an individual school or class.
- The scheme will help children to understand and connect with different styles of music from various cultures, particularly where cultures intersect.
- Children will gain an understanding of historical and cultural contexts related to music.
- Children will form their own musical opinions and learn to make their own musical decisions.

What does it include?

Within every unit for every year group, children will listen, sing, move, play instruments, improvise and/or compose, and perform a wide variety of songs in many styles. With a focus on teaching about the elements of music through songs, children will continue to develop their knowledge and skills related to these foundational building blocks of music. Our intention is to support children of all ages in discovering their identity and finding their place in the world. With each unit centred around an age-appropriate **Social Question** and **Musical Spotlight**, children are encouraged to think deeply about the world, their communities, and their relationships with others. You may refer to these social questions as each lesson within a unit unfolds. We encourage children to engage with and inquire into the broader role music plays or enjoys in our lives and society.



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## KS1

Singing is at the heart of Key Stage 1, with songs and chants underpinning all areas of study. Repetition of techniques is vital to consolidate and gain confidence. Songs, chants and listening to repertoire are suggested as a starting point. They are not set works, but provide guidance for teachers as they select repertoire appropriate to their school. Pupils will internalise key skills and techniques through a range of activities, including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation and they will also start to learn some simple compositional techniques and structures to prepare for Key Stage 2 and Key Stage 3. Pupils will build musical confidence through active engagement with music as performers, music-creators and audience. There is a strong intention that pupils should be 'doing music' as much as possible, including performing their compositions and improvisations. Peer feedback will be an important element in developing their skills. The curriculum is technique-based, equipping pupils for progression beyond Key Stage 1. It will enable pupils to develop a love of music, refining their individual taste, as well as a strong internalised sense of pulse, rhythm and pitch, through a rich range of musical interactions including singing, moving, performing using untuned (e.g. wood block) and tuned (e.g. recorders) instruments, creating music and active listening. Pupils will gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of genres and styles. There should be frequent informal opportunities to perform and pupils should have the opportunity to hear high-quality live performance, either within school or in the wider community through other partners within the local Music Education Hub.

Years 1 and 2 – Overview and Guidance

In Key Stage 1, Years 1 & 2 guidance is grouped in four sections as follows:

- Singing
- Listening
- Composing
- Musicianship:
  - o Pulse/Beat
  - o Rhythm
  - o Pitch

## KS2

The MMC at Key Stage 2 reflects the importance of these school years in terms of music progression. The key skills and techniques learnt build on those introduced at Key Stage 1 and prepare pupils for progression to Key Stage 3, and while singing remains a key thread throughout Key Stage 2 the model curriculum will support other aspects of music making – in particular, the opportunity to access and make progress on a musical instrument. Instrumental teaching provision will be dependent on the availability of instruments and specialist teachers and the opportunities provided by the Music Education Hub partner delivering whole-class tuition. A case study of how this may work in practice is included as Appendix 5. At the intersection of Year 6 and Year 7, the MMC proposes a Transition Project as a way of providing a sense of culmination to the primary phase of the MMC and a musical way of demonstrating what pupils have learnt at primary school to their secondary teachers when they arrive in Year 7. Through a wide range of activities, pupils will further develop their love of music, refining their individual taste and gaining confidence to be creative musicians with strong aural skills. They will encounter music by living composers and see composition as a current art form. Repetition of techniques is vital to consolidate and gain confidence, and songs, chants and listening repertoire are suggested as a starting point. Pupils will continue to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation, exploring how to write music for a specific purpose, and they will start to learn more sophisticated compositional techniques and structures to prepare for Key Stage 3. Notation is introduced, initially using graphic score, but moving on to staff notation. Pupils will build musical confidence through active engagement with music as performers, music-creators and audience. There is a strong intention that pupils should be 'doing music' as much as possible, including performing their compositions and improvisations both in their class and wider school audiences, at least once a term. There should be frequent informal opportunities to perform, and pupils should have the opportunity to hear high-quality live performances, either within school or in local concert settings. Pupils will further develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles. The history of music will be explored in a variety of ways, placing music in artistic, historical, social and political contexts, and building meaningful and memorable connections.

Key Stage 2: Years 3 to 6 – Overview and guidance

In Key Stage 2 Years 3–6 guidance is grouped in four sections as follows:

- Singing
- Listening
- Composing:
  - o Improvise
  - o Compose
- Performing





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## English Model Music Curriculum Scheme

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>1</b> PLANNING & DOCUMENTS	My Musical Heartbeat 1 2 3 4 5 6	Dance, Sing and Play! 1 2 3 4 5 6	Exploring Sounds 1 2 3 4 5 6	Learning to Listen 1 2 3 4 5 6	Having Fun with Improvisation 1 2 3 4 5 6	Let's Perform Together! 1 2 3 4 5 6
<b>2</b> PLANNING & DOCUMENTS	Pulse, Rhythm and Pitch 1 2 3 4 5 6	Playing in an Orchestra 1 2 3 4 5 6	Inventing a Musical Story 1 2 3 4 5 6	Recognising Different Sounds 1 2 3 4 5 6	Exploring Improvisation 1 2 3 4 5 6	Our Big Concert 1 2 3 4 5 6
<b>3</b> PLANNING & DOCUMENTS	Writing Music Down 1 2 3 4 5 6	Playing in a Band 1 2 3 4 5 6	Compose Using Your Imagination 1 2 3 4 5 6	More Musical Styles 1 2 3 4 5 6	Enjoying Improvisation 1 2 3 4 5 6	Opening Night 1 2 3 4 5 6
<b>4</b> PLANNING & DOCUMENTS	Musical Structures 1 2 3 4 5 6	Exploring Feelings When You Play 1 2 3 4 5 6	Compose with Your Friends 1 2 3 4 5 6	Feelings Through Music 1 2 3 4 5 6	Expression and Improvisation 1 2 3 4 5 6	The Show Must Go On! 1 2 3 4 5 6
<b>5</b> PLANNING & DOCUMENTS	Melody and Harmony in Music 1 2 3 4 5 6	Sing and Play in Different Styles 1 2 3 4 5 6	Composing and Chords 1 2 3 4 5 6	Enjoying Musical Styles 1 2 3 4 5 6	Freedom to Improvise 1 2 3 4 5 6	Battle of the Bands! 1 2 3 4 5 6
<b>6</b> PLANNING & DOCUMENTS	Music and Technology 1 2 3 4 5 6	Developing Ensemble Skills 1 2 3 4 5 6	Creative Composition 1 2 3 4 5 6	Musical Styles Connect Us 1 2 3 4 5 6	Improvising with Confidence 1 2 3 4 5 6	Farewell Tour 1 2 3 4 5 6



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## KEY STAGE 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 1</b>	<p><b>Musical Spotlight: My Musical Heartbeat</b></p> <p>Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.</p> <p><b>Social Question: How can we make friends when we sing together?</b></p>	<p><b>Musical Spotlight: Dance, Sing and Play!</b></p> <p>Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.</p> <p><b>Social Question: How does music tell stories about the past?</b></p>	<p><b>Musical Spotlight: Exploring Sounds</b></p> <p>Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.</p> <p><b>Social Question: How does music make the world a better place?</b></p>	<p><b>Musical Spotlight: Learning to Listen</b></p> <p>Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body.</p> <p>What can you hear in this unit?</p> <p><b>Social Question: How does music help us to understand our neighbours?</b></p>	<p><b>Musical Spotlight: Having Fun with Improvisation</b></p> <p>Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm.</p> <p>When you improvise, you can do it on your own or in groups.</p> <p><b>Social Question: What songs can we sing to help us through the day?</b></p>	<p><b>Musical Spotlight: Let's Perform Together</b></p> <p>Singing, dancing and playing together is called 'performing'. Performing together is great fun!</p> <p>Plan a concert together to celebrate all the songs you have learnt this year.</p> <p><b>Social Question: How does music teach us about looking after our planet?</b></p>
<b>Enrichment</b>	<i>Harvest Assembly</i>	<i>Christmas Concert</i>			<i>Choral Speaking</i>	



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## Can I Skills

### Bowerham 'Can I' Skills, taken from the Year 1 Model Music Curriculum, Charanga.

#### Understanding Music

I can move in time with a steady beat.

I can find the pulse of the music by moving my body.

I can listen to, copy and repeat a simple rhythm through call and response.

I can listen to, copy and repeat a simple melody using my voice.

I understand that the pulse or beat of music is like a heartbeat that doesn't stop.

I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.

I can sing high or low sounds, demonstrating an understanding of pitch.

#### Listen and Respond

I can feel the pulse by moving my body to the music

I can say what I like or dislike about a piece of music and describe how it makes me feel.

I can concentrate and listen to a piece of music.

I can use some musical words to describe a piece of music

I can recognise some musical instruments and name them.

I can recognise if the music is fast or slow.

I understand that tempo describes how fast or slow the music is.

I can recognise if the music is loud or quiet.

I can talk about the songs and pieces we have listened to and any songs that are similar

I can talk about different styles of music and where they might come from in the world.

#### Learn to Sing the Song

I can sing and/or rap as part of a group.

I can demonstrate good posture when singing.

I can sing some songs and sections of songs from memory

I can sing a solo, demonstrating some level of confidence.

I can sing a solo with confidence.

I can explain what the song is about.

I can follow the leader of the group and take simple directions.

I can add appropriate actions and movement to the songs I sing.

#### Playing Instruments

I can play a tuned and/or untuned percussion instrument carefully and with respect.

I can rehearse a part effectively to improve my overall performance

I can play my instrument as part of an ensemble in time to a pulse and/or steady beat.

I can perform repeated rhythmic patterns in time to a backing track.

#### Improvising

I know that when I improvise, I am making up my own tune.

I can use some notes to create an improvised rhythm/melody.

I can stay in time with the music when I improvise.

I can use call and response/question-and-answer to improvise simple vocal patterns.

I can use rhythm and/or pitch to improvise over a steady pulse.

#### Composing

I can compose a melodic line with direction, creating a beginning and an end using the home key.

I can explore pitch and rhythm when composing.

I can evaluate my composition through performance, using up to five notes

I can write my melody using manuscript/online resources and/or graphic scores

I can recognise signs and symbols that equate to the note value of one and two beats

#### Performing

I can perform the song with my class, without any help from the teacher.

I can explain why we chose the song/s to perform.

I can perform the song confidently with movement and/or actions.

I can perform the song from memory.

I can follow the leader or conductor.

I can say what I liked or enjoyed about the performance and what could have been better.

I can collectively plan a performance, including activities appropriate for an audience.

I can explain the Musical Spotlight and how music and songs have a Social Theme, ie how music brings us together



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 2</b>	<p><b>Musical Spotlight: Pulse, Rhythm and Pitch</b></p> <p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p> <p><b>Social Question: How does music help us to make friends?</b></p>	<p><b>Musical Spotlight: Playing in an Orchestra</b></p> <p>Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra.</p> <p>This unit features the orchestra - what can you learn about the orchestra?</p> <p><b>Social Question: How does music teach us about the past?</b></p>	<p><b>Musical Spotlight: Inventing a Musical Story</b></p> <p>Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear.</p> <p>Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.</p> <p><b>Social Question: How does music make the world a better place?</b></p>	<p><b>Musical Spotlight: Recognising Different Sounds</b></p> <p>When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place.</p> <p>How many different instruments can you recognise in the songs in this unit?</p> <p><b>Social Question: How does music teach us about our neighbourhood?</b></p>	<p><b>Musical Spotlight: Exploring Improvisation</b></p> <p>Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!</p> <p><b>Social Question: How does music make us happy?</b></p>	<p><b>Musical Spotlight: Our Big Concert</b></p> <p>Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.</p> <p><b>Social Question: How does music teach us about looking after our planet?</b></p>
<b>Enrichment</b>	<i>Harvest Assembly</i>	<i>Nativity</i>		<i>Singing Festival</i>	<i>Choral Speaking</i>	





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## Can I Skills

### Bowerham 'Can I' Skills, taken from the Model Music Curriculum, Charanga

#### Understanding Music

I can move in time with a steady beat

I can find the pulse of the music by moving my body

I understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.

I can listen to, copy and repeat a simple rhythm.

I understand that pitch describes how high or low sounds are.

I can listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own.

I can follow a steady beat. I can follow the leader of the group or the conductor

I understand that when the speed of the music changes, the tempo increases/decreases.

I can improvise a simple rhythm using different instruments, including my voice.

I can clap a rhythm that I have made up by myself.

I can clap the rhythm of my name, pet or favourite colour.

#### Listen and Respond

I can find the pulse/steady beat and move in time to the music.

I can keep a steady beat in my head

I can feel the pulse and move in time with the music.

I can describe my emotions and thoughts when listening to a piece of music.

I can explain why I like or don't like a piece of music.

I can recognise the difference between fast and slow tempos.

I can recognise the difference between loud and soft dynamics

I can recognise the differences between two varying styles of music.

I can point out the differences and similarities between the varying styles.

I can discuss as a class what the music might be about and relate it to music I have listened to in the past

I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo.

I can describe the tempo as fast or slow and dynamics as loud and soft, with confidence.

I can recognise some musical instruments within their family groups.

I can listen to music from around the world and talk about its features

#### Learn to Sing the Song

I can sing as part of a group, in unison or in two parts.

I can take the lead and perform solo.

I can demonstrate and maintain good posture when singing.

I can memorise songs in preparation for performance.

I can sing with fluency and accuracy of pitch.

I can sing as part of a choir/group and follow directions.

I can communicate the words of the song effectively

I can listen effectively when performing to ensure accuracy of pulse.

I can add appropriate actions and movement to the songs I sing





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## **Playing Instruments**

I can use tuned and untuned classroom percussion instruments to perform accompaniments and/or melodies.

I can rehearse and then perform sections of music with accuracy.

I can use instruments respectfully and treat them with care.

I can perform as part of a group/ensemble, keeping in time with a steady beat.

I can perform as a group or solo passages of music, keeping in time with a steady beat.

## **Improvising**

I can recall musical sequences to build ideas around any given note/s to a steady pulse.

I can use tuned and untuned classroom percussion instruments to improvise and compose

## **Composing**

I can use tuned and untuned classroom percussion instruments to improvise and compose.

I understand that I can start and finish a composition on the 'home' note.

I can compose a melodic line with direction, creating a beginning and an end using the home key.

I can create a sound using tuned and untuned percussion instruments in response to a stimulus.

I can use musical symbols to compose simple pieces of music

I can use classroom instruments to help narrate a story.

I can compose simple rhythms using basic stick notation.

I can use music technology to create, edit and combine sounds.

I can create a simple melody using crotchets and minims.

## **Performing**

I can practise, rehearse and perform music to an audience with confidence.

I can introduce a song, explaining why it was chosen.

I can add actions to a song, where appropriate.

I have an understanding of the musical themes and how they have shaped my performance.

I can perform a song from memory.

I can follow the leader or conductor.

I can talk about my performance, considering what was good and what could be improved.



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## KEY STAGE 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 3</b>	<p><b>Musical Spotlight: Writing Music Down</b></p> <p>Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play.</p> <p><b>Social Question: How does music bring us closer together?</b></p>	<p><b>Musical Spotlight: Playing in a Band</b></p> <p>Playing together in a band is fun and exciting! In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music.</p> <p><b>Social Question: What stories does music tell us about the past?</b></p>	<p><b>Musical Spotlight: Compose Using your Imagination</b></p> <p>Use your imagination when creating your compositions in this unit.</p> <p>What do you see when you close your eyes?</p> <p>Can you write a melody or find sounds that represent the story you want to tell?</p> <p><b>Social Question: How does music make the world a better place?</b></p>	<p><b>Musical Spotlight: More Musical Styles</b></p> <p>Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte' and quiet sounds are called 'piano'.</p> <p><b>Social Question: How does music help us get to know our community?</b></p>	<p><b>Musical Spotlight: Enjoying Improvisation</b></p> <p>Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. In this unit, you will improvise over a section of the song.</p> <p><b>Social Question: How does music make a difference to us every day?</b></p>	<p><b>Musical Spotlight: Opening Night</b></p> <p>Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!</p> <p><b>Social Question: How does music connect us with our planet?</b></p>
<b>Enrichment</b>	<i>Harvest Assembly</i>	<i>Christingle Concert</i>			<i>Choral Speaking</i>	<i>End of Year Assembly</i>



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<b>Can I Skills</b>	<b>Bowerham 'Can I' Skills, taken from the Model Music Curriculum, Charanga</b>
	<b>Understanding Music</b>
	I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols
	I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music.
	I can copy back simple patterns aurally and visually, following basic notation
	I can improvise using simple patterns that include basic rhythms.
	I can move in time with a steady beat
	I know the pulse or beat of the music is like a heartbeat that doesn't stop.
	I can recognise various notes and equivalent rests on a staff and understand their note values
	I can identify the position of some notes on a staff.
	I can recognise a major sound and a minor sound.
	I can move in time with a steady beat in simple time.
	I can find the pulse of the music by moving my body.
	I can clap a rhythm that I have made up by myself
	I can clap the rhythm of my name, pet or favourite colour.
	<b>Listen and Respond</b>
	I can communicate to others my thoughts and feelings about the music that I listen to.
	I can find the pulse of songs/music, with confidence.
	I can clap the beat of the music, accentuating the first beat of the bar
	I can confidently move in time to the music and create suitable actions.
	I can communicate to others the meaning of the song or music.
	I can talk about the musical features relating to the style of the music
	I can communicate effectively the emotions I feel when listening to music.
	I can express an opinion as to why I like or dislike a piece of music
	I can discuss a piece of music using appropriate musical language
	I can confidently recognise a range of musical instruments within their family groups.
	I can listen to music from around the world and talk more confidently about their features.
	I can think about and discuss what the music might be about, why it was written and the meaning of the song.
	I can compare and contrast songs of similar styles.
	<b>Learn to Sing the Song</b>
I can sing songs in unison and in multiple parts with increasing confidence.	
I can demonstrate good singing posture when rehearsing/performing.	
I can sing songs confidently from memory.	
I can listen and respond confidently to ensure awareness of time when following the beat.	
I can sing, paying attention to clear diction and articulation.	
I can sing with expression	
I can sing with attention to good posture, breathing and phrasing.	
I can sing a solo when required.	
I can discuss as part of a group what the song might be about.	
I can confidently follow the leader or conductor.	
I can sing expressively, with attention to the meaning of the words.	
I can confidently perform actions in time with the music.	
I can sing a collection of songs in unison, of varying styles and structures.	



# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



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	<b>Playing Instruments</b>
	I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence.
	I can understand some formal, written notation which includes crotchets and their equivalent rests.
	I can play securely with good levels of accuracy
	I can play as part of an ensemble keeping a steady beat.
	I can follow musical directions as part of an ensemble or as a soloist.
	I can use instruments respectfully and treat them with care.
	I can demonstrate good posture when playing my instrument
	I can demonstrate a good technique for the instrument I am playing.
	<b>Improvising</b>
	I understand that improvisation is when you make up your own melody.
	I can improvise successfully, listening and responding to stimuli from the unit backing track.
	I sometimes use silent beats (rests) within my improvisation
	I can create simple rhythms to build phrases using limited notes.
	<b>Composing</b>
	I understand that composition is when a composer writes down and records musical ideas.
	I can compose a simple melody in response to musical stimuli.
	I can write a melody that starts and ends on the home note.
	I can perform my own composition using the notes I have chosen
	I can shape the melody by using conjunct and disjunct movements (moving in steps and leaps) in a structured fashion.
	I can describe how my melody was created.
	I can use a simple structure when composing, a start, a middle and an end.
	<b>I</b> know my composition has two contrasting sections.
	I can use simple dynamics and tempo to express loud and quiet/fast and slow.
	I can compose basic song accompaniments using pulse and rhythm on tuned and untuned percussion instruments.
	I can create simple rhythmic patterns using both notes and rests.
	<b>Performing</b>
	I can play and perform in solo or ensemble contexts, with confidence.
	I can explain why a song was chosen and in what context.
	I have an understanding of the musical themes and how they have shaped my performance.
I can follow the leader or conductor.	
I can talk about/evaluate my performance, considering what was good and what could be improved.	
I can introduce the song and explain why it was chosen, focusing on relevant personal connections.	
I can include musical ideas/passages within a rehearsal to enhance future performances.	
I can express how my performance affected me emotionally.	





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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>4</b>	<p><b>Musical Spotlight: Musical Structures</b></p> <p>Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.</p> <p><b>Social Question: How does music bring us together?</b></p>	<p><b>Musical Spotlight: Exploring Feelings When You Play</b></p> <p>Sometimes, the music we hear highlights the words we are singing! There might be a special effect the music on a particular song lyric to make that word stand out. In this unit, you will explore how special effects in music can make the words we sing more meaningful. The sounds that we hear music can also help to communicate specific moods.</p> <p><b>Social Question: How does music connect us with our past?</b></p>	<p><b>Musical Spotlight: Compose with Your Friends</b></p> <p>When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.</p> <p><b>Social Question: How does music improve our world?</b></p>	<p><b>Musical Spotlight: Feelings Through Music</b></p> <p>Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.</p> <p><b>Social Question: How does music teach us about our community?</b></p>	<p><b>Musical Spotlight: Expression and Improvisation</b></p> <p>Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.</p> <p><b>Social Question: How does music shape our way of life?</b></p>	<p><b>Musical Spotlight: The Show Must Go On!</b></p> <p>Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to.</p> <p><b>Social Question: How does music connect us with the environment?</b></p>
<b>Enrichment</b>	<i>Harvest Assembly</i>	<i>Christingle Concert</i>			<i>Choral Speaking</i>	<i>End of Year Assembly</i>



# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



## Can I Skills

### Bowerham 'Can I' Skills, taken from the Model Music Curriculum, Charanga

#### Understanding Music

I can copy increasingly challenging rhythms using body percussion and untuned instruments

I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a staff.

I can perform with an understanding of simple time signatures.

I can copy back and improvise a rhythm using varied note lengths and their equivalent rests.

I can move in time with a beat, recognising the accentuated first beat of the bar.

I can hear a note and suggest its length in relation to other notes over a steady pulse.

I can identify some pitched note names on the treble staff.

I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds.

I can match rhythmic patterns to movement.

I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually.

I can copy back more complex melodic patterns as a call and response exercise, both aurally and visually.

#### Listen and Respond

I can talk about the words of a song and explain why the song/music was written.

I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time.

I can identify the difference between a fast, steady and slow tempo, using appropriate vocabulary.

I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.

I can recognise and discuss sections of music from various styles and genres.

I can confidently recognise thematic material within a piece when this is repeated and if there are variations.

I can identify various compositional techniques within a vocal performance that will alter the mood and/or texture.

I understand the importance of a musical introduction and the information it offers.

I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music

I can confidently recognise the difference between major and minor tonalities.

I can recognise the sound and tonal structure of a pentatonic scale, both visually and aurally

I can describe the differences between legato and staccato, identifying these articulatory effects when heard.

#### Learn to Sing the Song

I can rehearse a song and learn it from memory, both aurally and visually.

I can sing songs that have different simple time signatures

I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.

I understand that phonetics creates various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres.

I can sing on pitch and in time, adjusting for accuracy when needed.

I can sing with attention to phrasing on my own or as directed. I can sing expressively, paying attention to articulation, on my own or as directed

I have an understanding of the various styles of singing used in correlation to the styles of song.

I can discuss in depth how the song connects to the world and its relevant culture.



# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



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## Playing Instruments

I can rehearse and play a melodic line aurally and/or visually in various keys, with understanding of accidental notation

I can play securely with good levels of accuracy.

I can rehearse and perform some or all parts in context of the unit song.

I can play with improved accuracy as part of an ensemble, keeping a steady beat.

I can follow musical direction as part of an ensemble or as a soloist.

I can use instruments respectfully and treat them with care.

I can demonstrate excellent posture when playing my instrument.

I can demonstrate consistently good technique for the instrument I am playing.

## Improvising

I can improvise within a major scale, using one to five notes

I can use my chosen instrument to improvise on a limited range of notes

I can improvise, demonstrating use of articulation (legato/staccato) and dynamics (piano/forte).

I can improvise over a simple chord progression, using conjunct and disjunct movement (moving in steps and leaps).

I can improvise using more complex rhythms, including varying notes and their equivalent rests.

I can improvise sections of music which include structured phrases.

When improvising, I have a clear vision of key, structure and relevant use of the home note.

## Composing

I can compose a melody over a chord progression or groove.

I can use music technology effectively to capture, edit and combine sounds.

I can use a simple structure when composing, a start, a middle and an end.

I can use simple dynamics and tempo to express loud/quiet and fast/slow.

I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.

I can compose a basic song accompaniment using pulse, rhythm and pitch.

I can compose using a pentatonic tonality.

I can compose a piece of music and explain how it is structured.

I can recognise melodic intervals and understand that melody can move in steps or leaps.

I can include a home note and understand its significance within my composition.

I can compose using notation from a chosen key.

## Performing

I can rehearse and comfortably perform to others, showing the progress I have made during my lesson

I can play and perform with confidence in solo or ensemble contexts, following staff notation with confidence.

I can perform a song in solo or ensemble contexts, including instrumental performances that might be rehearsed, improvised or composed.

I can explain why a song was chosen and in what context, including historical information about the piece.

I can effectively communicate the meaning of the words and articulate them clearly

I can reflect on my performance and how well it suited the occasion

I can discuss and reflect upon my performance to improve upon future performances.



# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 5</b>	<p><b>Musical Spotlight: Melody and Harmony in Music</b></p> <p>A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?</p> <p><b>Social Question: How does music bring us together?</b></p>	<p><b>Musical Spotlight: Sing and Play in Different Styles</b></p> <p>Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.</p> <p><b>Social Question: How does music connect us with our past?</b></p>	<p><b>Musical Spotlight: Composing and Chords</b></p> <p>If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.</p> <p><b>Social Question: How does music improve our world?</b></p>	<p><b>Musical Spotlight: Enjoying Musical Styles</b></p> <p>There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.</p> <p><b>Social Question: How does music teach us about our community?</b></p>	<p><b>Musical Spotlight: Freedom to Improvise</b></p> <p>Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p> <p><b>Social Question: How does music shape our way of life?</b></p>	<p><b>Musical Spotlight: Battle of the Bands</b></p> <p>Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts. Enjoy!</p> <p><b>Social Question: How does music connect us with the environment?</b></p>
<b>Enrichment</b>	<i>Harvest Assembly</i>	<i>Christingle Concert</i>		<i>Singing Festival</i>	<i>Choral Speaking</i>	<i>End of Year Assembly</i>





# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



Can I Skills	Bowerham 'Can I' Skills, taken from the Model Music Curriculum, Charanga
	<b>Understanding Music</b>
	I can confidently find and keep a steady beat.
	I understand how pulse, rhythm and pitch work together.
	I can listen and copy back more complex rhythmic patterns, including triplets as a call and response exercise, both aurally and visually
	I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets, recognising their position on a staff.
	I can copy back complex melodic patterns as a call and response exercise, both aurally and visually.
	<b>Listen and Respond</b>
	I can talk about the emotions I feel when I listen to a piece of music.
	I can justify a personal opinion, making reference to musical elements.
	I can find the pulse and demonstrate the beat, identifying the first beat of the bar in a simple and complex time signature.
	I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.
	I can accurately identify instruments and describe their timbres.
	I can recognise and discuss the sections of music from various styles and genres
	I can explain what a bridge passage is and identify its position within a song.
	I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.
	I can confidently recognise the difference between major and minor tonalities.
	I can recognise the sound and tonal structure of a Blues and pentatonic scale, both visually and aurally.
	I understand and can describe the role of a main theme in a musical structure.
	I understand the importance of a musical introduction and the information it offers
	I understand that rap is a musical form of vocal delivery.
	I can describe the three components of rap.
	<b>Learn to Sing the Song</b>
	I can rehearse a song and learn it from memory, both aurally and visually.
	I can sing songs that have different simple and complex time signatures.
	I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture
	I can sing on pitch and in time with the music.
	I can sing a second part in a song
	I can self-correct if lost or out of tune/time.
	I can sing with attention to phrasing, on my own or as directed.
	I can sing expressively, paying attention to articulation, on my own or as directed.
	I can sing with growing confidence as a soloist.
	I have an understanding of the various styles of singing used in correlation to the styles of song
	I can discuss in depth how the song connects to the world and its relevant culture.
	I can confidently follow the leader or conductor.



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## Playing Instruments

I can rehearse and play a melodic line aurally and/or visually, in various keys, with an understanding of accidental notation.

I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of one octave

I can perform this melody as part of a wider ensemble or small group, or individually as a soloist.

I can play securely with good levels of accuracy.

I can rehearse and perform some or all parts in the context of the unit song.

I can play with accuracy as part of an ensemble, keeping a steady beat.

I can follow musical direction as part of an ensemble or as a soloist.

I can use instruments respectfully and treat them with care.

I can demonstrate excellent posture when playing my instrument.

I understand and can practise in a manner that will benefit my improvement over time.

## Improvising

I can improvise with increasing confidence, using my own voice, rhythms and different pitches.

I can improvise sections of music which include structured phrases and improved melodic shape.

When improvising, I have a clear vision of key structure and relevant use of the home note.

I can improvise using a wider range of dynamics, including pianissimo, mezzo piano, mezzo forte and fortissimo.

When improvising, I can follow a steady beat, keeping in time with the pulse of the music.

I can use additional notes and rhythms to show progression.

I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps).

I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats.

I can improvise sections of music which include structured phrases with more complex dynamics.

I can improvise, demonstrating use of articulation (legato/staccato) and use of extended dynamics

## Composing

I can compose music in response to musical and/or video stimuli.

I can use music technology effectively to capture, edit and combine sounds.

I can use a planned structure when composing.

I know my composition has multiple sections and can be labelled as such.

I can compose with chords to create an emotive/atmospheric mood.

I can use simple dynamics and tempo to express loud and soft/fast and slow.

I can compose using a variety of rhythms, including notes and their equivalent rests.

I can compose song accompaniment using chord progressions as part of my composition.

I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow.

I can compose using full, one-octave scales in selected major and minor keys, as well as pentatonic scales.

I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument.

I can create a melody using varied staff notation and equivalent rests within an appropriate key centre.

I can use and understand the pentatonic scale and full octave ranges of both major and minor scales.

I understand and can explain the structure of my composition.

I understand and can explain the musical shape that my composition moves in.

I can include a home note with my composition to give it cadential recognition.

I can compose using my own choice of notes.

I can create a melody in line with the style and harmonic structure of the backing track.



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<b>Performing</b>	
	I can organise, rehearse and perform for an unfamiliar audience
	I can perform as part of a smaller group as well as a whole class.
	I can perform as part of a mixed ensemble of acoustic instruments
	I can perform from memory or visually, using staff notation with confidence and accuracy.
	I can perform a song in solo or ensemble contexts, including instrumental performances that might be rehearsed, improvised or composed.
	I can explain why a song was chosen and in what context, including historical information about the piece.
	I can lead part (or all) of a rehearsal/performance.
	I can record performances to compare and evaluate
	I can evaluate how well the performances communicated the mood of each piece.
	I can discuss in detail, using appropriate vocabulary, the strengths and weaknesses of my performance.
	I can collect feedback and reflect to ensure progression within future performances.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 6</b>	<p><b>Musical Spotlight: Music and Technology</b></p> <p>Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the Yustudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity.</p> <p><b>Social Question: How does music bring us together?</b></p>	<p><b>Musical Spotlight: Ensemble Skills</b></p> <p>You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, and read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ("crescendo") or from loud to soft ("decrescendo") can help make music more exciting.</p> <p><b>Social Question: How does music connect us with our past?</b></p>	<p><b>Musical Spotlight: Creative Composition</b></p> <p>By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.</p> <p><b>Social Question: How does music improve our world?</b></p>	<p><b>Musical Spotlight: Musical Styles Connect Us</b></p> <p>Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p> <p><b>Social Question: How does music teach us about our community?</b></p>	<p><b>Musical Spotlight: Improvising with Confidence</b></p> <p>You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics.</p> <p>A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.</p> <p><b>Social Question: How does music shape our way of life?</b></p>	<p><b>Musical Spotlight: Farewell Tour</b></p> <p>This is your last performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available. Enjoy this performance!</p> <p><b>Social Question: How does music connect us with the environment?</b></p>
<b>Enrichment</b>	<i>Harvest Assembly</i>	<i>Carol Singing in town Christingle Concert</i>	<i>Young Voices</i>		<i>Choral Speaking</i>	<i>End of Year Assembly End of Year Production</i>





# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



## Can I Skills

### Bowerham 'Can I' Skills, taken from the Model Music Curriculum, Charanga

#### Understanding Music

I can use body percussion, instruments and my voice with confidence in response to musical stimuli.

I can actively respond to and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor.

I understand and can respond to music in simple and complex time signatures.

I can find and keep a steady beat/pulse.

I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semiquavers as a call and response exercise, both aurally and visually.

I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a staff.

I can copy back complex melodic patterns as a call and response exercise, both aurally and visually

I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.

#### Listen and Respond

I can talk about the emotions I feel when I listen to a piece of music and pinpoint specific elements within the music that heightened the emotion.

I can justify a personal opinion, making reference to the musical elements.

I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple and complex time signatures.

I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators, referring to the musical elements.

I can accurately identify most instruments and describe their timbres, including various vocal styles.

I can recognise and discuss sections of music from various styles and genres.

I can explain what a bridge passage is and identify its position within a song.

I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.

I can confidently recognise the difference between major and minor tonalities, primary chords and intervals within a major scale.

I understand and can describe the role of a main theme in a musical structure.

I understand the importance of a musical introduction/coda (outro) and the information it offers.

I can identify and describe the sounds of various and contrasting vocal/instrumental styles, including Rock, Gospel, A cappella groups and symphony orchestras.

I can confidently recognise and explore a range of musical styles and traditions/history, and know their basic style indicators.

#### Learn to Sing the Song

I can rehearse a song and learn it from memory, both aurally and visually.

I can sing a broad range of songs as part of a group or as a soloist.

I can sing songs with complex and syncopated rhythms.

I can perform with accuracy, observing correct techniques where appropriate.

I can sing in unison and in up to three parts.

I can sing songs that have different simple and complex time signatures.

I can sing a cappella or with accompaniment, live or recorded

I can sing syncopated patterns, accentuating the beat where appropriate.

I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively.

I can lead a singing rehearsal.

I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year

I can discuss in depth how the song connects to the world and its relevant culture.

I understand the connection I have to the music I am performing.



# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



## Playing Instruments

I can rehearse and play a melodic line aurally and/or visually, in various keys, with an understanding of accidental notation in various major and minor keys.

I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of one octave and paying attention to a broad dynamic range.

I can perform this melody as part of a wider ensemble, small group or individually as a soloist.

I can play securely with good levels of accuracy.

I can rehearse and perform some or all parts in the context of the unit song.

I can play with accuracy as part of an ensemble, keeping a steady beat

I can follow musical direction as part of an ensemble or as a soloist.

I can use instruments respectfully and treat them with care.

I can demonstrate excellent posture when playing my instrument.

I understand and can practise in a manner that will benefit my improvement over time.

## Improvising

I can improvise with increasing confidence, using my own voice, rhythms and different pitches.

I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps).

I can improvise using more complex rhythms, including varying notes and their equivalent rests.

I can improvise sections of music which include structured phrases and improved melodic shape.

When improvising, I have a clear vision of key structure and relevant use of the home note.

I can improvise using a wider range of dynamics, including pianissimo, mezzo piano, mezzo forte and fortissimo.

When improvising, I can:

- Follow a steady beat, keeping in time with the pulse of the music.
- Use additional notes and rhythms to show progression.

## Composing

I can compose and perform an eight to 16-bar melodic phrase using a pentatonic scale in known key centres.

I can perform this melody on tuned percussion and/or melodic instruments, following the notated score.

I can enhance my melody with simple chord progressions.

I can compose a ternary form piece, showing variation between my A and B sections, and discuss how these contrast.

I can use music software/technology to capture, change, combine and record sounds.

I can create music in response to other music and/or video stimuli.

I can use a planned structure when composing.

I know my composition has multiple sections and can be labelled as such.

I can compose using a variety of rhythms, including notes and their equivalent rests

I can compose with chords to create an emotive/atmospheric mood.

I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.

I can compose using full one-octave scales in selected major and minor keys, as well as pentatonic scales.

I can create a melody using varied stave notation and equivalent rests within an appropriate key centre.

I can use and understand the pentatonic scale and full octave range of both major and minor scales

I understand and can explain the structure of my composition

I understand and can explain the musical shape that my composition moves in.

I can include a home note with my composition to give it cadential recognition.

I can compose using my own choice of notes.

I can create a melody in line with the style and harmonic structure of the backing track and can describe in detail how it was created.

I can create a composition with an awareness of basic harmonic structure.



# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



	<b>Performing</b>
	I can create, organise, rehearse and perform for an unfamiliar audience.
	I can perform as part of a smaller group as well as a whole class, in school or for a wider audience
	I can perform as part of a mixed ensemble of acoustic instruments which reflects an understanding of the cultural and historical context of the song/piece.
	I can perform from memory or visually, using staff notation with confidence and accuracy
	I understand the significance of movement and performing space within all aspects of my performance
	I can lead part (or all) of a rehearsal/performance, individually or as part of a group
	I can record performances to compare and evaluate
	I can evaluate how well the performances communicated the mood of each piece
	I can discuss in detail, using appropriate vocabulary, the strengths and weaknesses of my performance
	I can collect feedback and reflect to ensure progression within future performances
	I can evaluate and discuss how my performance might change in different venues/spaces

## EYFS Statutory Framework



EYFS\_statutory\_frame  
work\_for\_group\_and\_s

## EYFS Development Matters



DfE\_Development\_Ma  
tters\_Report\_Sep2023

## EYFS Musical Development Matters



Musical-Development  
-Matters-ONLINE.pdf

## The National Curriculum – Music



PRIMARY\_national\_cu  
riculum\_-\_Music.pdf

## Model Music Curriculum Document



Model\_Music\_Curricul  
um\_Key\_Stage\_1\_2\_FI

## Other Documents Linked to the Model Music Curriculum on Charanga



Model Music  
Curriculum Mapping



MMC Progression of  
Knowledge Skills and



MMC Theory  
Guide.pdf



MMC Vocabulary  
Years 1-6.pdf



MMC Glossary.pdf