

# St Clare's Curriculum

## Music



## Early Years Statutory Framework

### Expressive Arts and Design

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.

### ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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.

## National Curriculum Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A highquality 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.

## National Curriculum Aims

The national curriculum for music 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.

Key Stage One

Pupils should be taught to:	Year 1	Year 2
use their voices expressively and creatively by singing songs and speaking chants and rhymes	Hey You; Rhythm in the Way We Walk; In the Groove;	Hands, Feet, Heart
play tuned and untuned instruments musically	Hey You; Into the Groove	Ukuleles
listen with concentration and understanding to a range of high-quality live and recorded music	Hey You; Rhythm in the Way We Walk; In the Groove; Reflect, Rewind, Replay	Hands, Feet, Heart

Key Stage Two				
Pupils should be taught to:	Year 3	Year 4	Year 5	Year 6
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Ukuleles	Steel pans	Steel pans	Happy; Keyboards; Reflect, Rewind and Replay
improvise and compose music for a range of purposes using the inter-related dimensions of music	Reflect, Rewind, Replay	Mamma Mia	Dancing in the Street	Happy; Keyboards; Reflect, Rewind and Replay
listen with attention to detail and recall sounds with increasing aural memory	Reflect, Rewind, Replay	Mamma Mia	Dancing in the Street	Happy; Keyboards; Reflect, Rewind and Replay
use and understand staff and other musical notations	Ukuleles	Mamma Mia	Dancing in the Street	Happy; Keyboards;
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Reflect, Rewind, Replay	Mamma Mia	Dancing in the Street	Happy; Keyboards; Reflect, Rewind and Replay
develop an understanding of the history of music	Reflect, Rewind, Replay	Mamma Mia	Dancing in the Street	Reflect, Rewind, Replay

## Music Long Term Plan – 2023/24

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS		Sings in a group or on their own, increasingly matching the pitch and following the melody			Listen attentively, move to and talks about music, expressing their feelings and responses. Sings a range of well-known nursery rhymes and songs	
	Explore and engage in music making and dance, performing solo or in groups Performs songs, rhymes, poems and stories with others and when appropriate – tries to move in time with music					
Year 1	Hey you!	Rhythm in the way we walk	Recorders		Reflect, rewind, replay	
Year 2	Hands, Feet, Heart		Ukuleles			
Year 3	Ukuleles				Reflect, rewind, replay	
Year 4	Mamma Mia		Steel Pans			
Year 5	Steel Pans			Dancing in the Street		
Year 6	Happy		Keyboard		Reflect and Rewind	

## Strands of learning

These strands of knowledge run through the St Clare's curriculum:

Concept	Definition
Technical	Competence in controlling sound (instrumental, vocal or with music technology) and use of a communication system, such as staff notation
Constructive	Learning of the concepts and terminology of musical elements (pitch, texture, tempo, structure, timbre, dynamics and duration)
Expressive	Musical quality, creativity and knowledge of musical meaning across the world and time

## Technical

Competence in controlling sound (instrumental, vocal or with music technology) and use of a communication system, such as staff notation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hey you!	Hands, Feet, Heart	Ukuleles	Mamma Mia	Steel Pans	Happy
Rhythm in the way we walk	Ukuleles	Reflect, rewind, replay	Steel Pans	Dancing in the Street	Keyboards
Recorders					Reflect, rewind, replay
Reflect, rewind, replay					

## Constructive

Learning of the concepts and terminology of musical elements (pitch, texture, tempo, structure, timbre, dynamics and duration)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hey you!	Hands, Feet, Heart	Ukuleles	Mamma Mia	Steel Pans	Happy
Rhythm in the way we walk	Ukuleles	Reflect, rewind, replay	Steel Pans	Dancing in the Street	Keyboards
Recorders					Reflect, rewind, replay
Reflect, rewind, replay					

## Expressive

Musical quality, creativity and knowledge of musical meaning across the world and time

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hey you!	Hands, Feet, Heart	Ukuleles	Mamma Mia	Steel Pans	Happy
Rhythm in the way we walk	Ukuleles	Reflect, rewind, replay	Steel Pans	Dancing in the Street	Keyboards
Recorders					Reflect, rewind, replay
Reflect, rewind, replay					

## Declarative and Procedural Knowledge

In a musical context, examples of declarative knowledge might include that of notation, keys and chords or of the works and songs that illuminate musical culture. This knowledge of shared and historical musical culture has an important role to play in offering a broad and balanced education that supports cultural literacy.

Procedural knowledge, such as playing an instrument or being fluent in using multi-tracking software, is the foundation of performing and composing. Well-developed procedural knowledge depends on pupils acquiring an array of automated procedures that they need to develop technical and expressive competence on an instrument.

## Other opportunities for music education

In addition to explicit music lessons, children have whole school hymn practices at the least once a half term and sing in assemblies twice weekly.

Children in EYFS, Year 3 and Year 6 deliver a performance which offers opportunities for solo, group and whole class singing and performances on musical instruments.

Performances for parents and other pupils in both ukulele and steel pans occur at the end of each set of sessions.

Our Year 4 children visit De Montfort Hall to take part in a musical workshops with other schools. A group of our Year 5 and Year 6 children perform at the annual Menphys Concert at the same venue. Pupils also take part with other local schools, singing at the Remembrance event in Coalville town centre. There is a lunchtime choir club.

Year 1 – Hey you!



St Clare's Unit Plan:

I can begin to recognise the basic style indicators of Hip Hop
I can listen to and appraise two Hip Hop songs, identifying similarities and differences
I can begin to learn a Hip Hop song
I can play an instrument with a Hip Hop song
I can improvise with a song
I can perform a Hip Hop song

Learning enhancements:

Links to prior learning:

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# Year 1 – Rhythm in the way we walk



St Clare's Unit Plan:

I can find the pulse to a piece of music
I can recognise instruments I hear
I can clap rhythms
I can rap and sing in time
I can perform and share how I felt during the performance

Learning enhancements:

Links to prior learning:

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# Year 1 - Recorders



## St Clare's Unit Plan:

I can learn the notes B, A and G
I can recognise B, A and G on a stave
I can recognise and know what crotchets, minims and rests are
I can play a tune in a group
I can learn the notes C and F and recognise them on a stave
I can play in a large ensemble

## Learning enhancements:

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## Links to prior learning:

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# Year 1 – Reflect, rewind, replay



## St Clare's Unit Plan:

I can listen to and appraise a piece of music
I can compose music in a group
I can improve my knowledge of musical vocabulary
I can identify on a timeline when a piece of music was written
U can create a rhythm using instruments of by clapping
I can perform a song

## Learning enhancements:

## Links to prior learning:

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## Year 2 – Hands, feet, heart



### St Clare's Unit Plan:

I can find the pulse to a piece of music
I can clap rhythms
I can sing in a group
I can play instrumental parts to a song
I can use improvisation
I can compose a simple melody and perform it

### Learning enhancements:

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### Links to prior learning:

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## Year 2 - Ukuleles



### St Clare's Unit Plan:

I can explain what a ukulele is and how it makes different notes
I can play a tune with notes C and E
I can use the fretting hand
I can understand the 4/4 time signature and play the C Major chord
I can play the notes F and G and understand the 3/4 time signature
I can perform in a large group for an audience

### Learning enhancements:

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### Links to prior learning:

## Year 3 - Ukuleles



### St Clare's Unit Plan:

I can play the chords A Minor and F Minor
I can use syncopation
I can compose a tune using chords
I can understand and use sharps and flats
I can play a tune in a large group
I can perform in a large group for an audience

### Learning enhancements:

### Links to prior learning:

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# Year 3 – Reflect, rewind, replay



## St Clare's Unit Plan:

I can listen to and appraise a piece of music
I can compose music in a group
I can improve my knowledge of musical vocabulary
I can identify on a timeline when a piece of music was written
U can create a rhythm using instruments of by clapping
I can perform a song

## Learning enhancements:

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## Links to prior learning:

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## Year 4 – Mamma Mia



### St Clare's Unit Plan:

I can identify the structure and instruments in Mamma Mia
I can sing in unison
I can play an instrument accurately and in time as part of a performance
I can improvise in the lessons and as part of the performance
I can compose a simple melody using simple rhythms and use it as part of the performance
I can perform with a group

### Learning enhancements:

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### Links to prior learning:

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# Year 4 – Steel Pans



St Clare's Unit Plan:

I can perform in a large group for an audience

Learning enhancements:

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Links to prior learning:

# Year 5 – Steel Pans



St Clare's Unit Plan:

I can perform in a large group for an audience

Learning enhancements:

Links to prior learning:

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## Year 5 – Dancing in the Street



St Clare's Unit Plan:

I can identify the structure and instruments in Dancing in the Street
I can sing in two parts
I can play an instrument accurately and in time as part of a performance
I can improvise in the lessons and as part of the performance
I can compose a simple melody using simple rhythms and use it as part of the performance
I can perform with a group

Learning enhancements:

Links to prior learning:

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# Year 6 - Happy



## St Clare's Unit Plan:

I can identify the structure, style indicators and instruments in Happy
I can sing in two parts
I can play an instrument accurately and in time as part of a performance
I can improvise in the lessons and as part of the performance
I can compose a simple melody using simple rhythms and use it as part of the performance
I can perform with a group

## Learning enhancements:

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## Links to prior learning:

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## Year 6 - Keyboards



### St Clare's Unit Plan:

I can play tunes using the notes C, D, E & F
I can play tunes using all the notes I have learnt so far plus G
I can practise playing tunes using all of the notes I have learnt so far
I can play tunes using all the notes I have learnt so far plus A and B
I can play tunes using all the notes I have learnt so far plus F#
I can play tunes using all the notes I have learnt so far plus E flat

### Learning enhancements:

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### Links to prior learning:

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# Year 6 – Reflect, rewind, replay



## St Clare's Unit Plan:

I can listen to and appraise a piece of music
I can compose music in a group
I can improve my knowledge of musical vocabulary
I can identify on a timeline when a piece of music was written
U can create a rhythm using instruments of by clapping
I can perform a song

## Learning enhancements:

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## Links to prior learning:

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