

Music Curriculum at Soudley School

'Respect for Ourselves, Each Other and The Environment'

Key Drivers

Our Forest, Communication, Knowledge and Understanding of the World

KS1 Long Term Plan

[KS1%20long%20term%20rolling%20programme%20Soudley.pdf \(website-editor.net\)](#)

KS2 Long Term Plan

[KS2%20Long%20Term%20Rolling%20Programme%20Soudley%20.pdf \(website-editor.net\)](#)

At Soudley we want our children to:

- Have had every opportunity to understand the universal language of music and that it is one of the highest forms of creativity
- Have a very good awareness and appreciation of different musical traditions and genres associated with their locality and contrasting localities.
- Have developed an immersive and rapidly widening repertoire of songs and musical experiences from which they have opportunities to create imaginative, fluent and distinctive compositions and performance work (...immerse, innovate and invent)
- Have the ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- Have a musical understanding and knowledge of music, including developing levels of technical expertise.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- A commitment to a diverse range of musical activities and have learnt to sing on their own and with others.

Soudley School use Charanga to deliver the National Curriculum

Vocabulary:

Early learning goals Exploring and using media and materials Physical development		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
We use the Charanga Sceme of Work for Music: https://charanga.com/site/log-in/ This will be supplemented by visiting musicians and workshops from Gloucestershire Music.							
Each lesson should have opportunities for 1. Listening and Appraising 2. Musical Activities..... Warm-up Game Singing Playing instruments improvisation Composition 3. Performing							
The Foundational Elements of Music That Build and Deepen Over Time: ● Pulse – the regular heartbeat of the music; the steady beat. ● Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat. ● Pitch – high and low sounds. ● Tempo – the speed of the music – fast, slow or in-between. ● Dynamics – how loud or quiet music is. ● Timbre – all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin. ● Texture – layers of sound working together make music very interesting to listen to. ● Structure – every piece of music has a structure, eg introduction, verse, chorus, ending.							
rhythm Sound Music Dance Bang Shake Tap Blow Musical instrument Song Sing		Sounds: long and short, loud and quiet, high and low Sequence Musical pattern Rhythmic phrases Symbols Compose Timbre Pitch Beat Tempo Rounds Solo Lyrics Melody Perform Verse chorus	Academic word Pattern Long Short High Low	Play (instrument) Rest (instrument or singing) 'In tune' beats Stave FACE EGBDF Crotchet Minim Semibreve Duration texture silence expressive (regarding playing and singing) accompaniments drones abstract flat* sharp*	Academic words: evaluate combine control effect non standard part (in a song) pronounce	Musical notation Lyrics Ostinati Melodic Ostinati Harmony Cyclic patterns Chords Pentatonic Scale Treble clef Bass clef Sharp symbol* Flat symbol* Simple time signature	Academic words: Edit Refine Controlled Skillful Transcribe Signature Expressive Combination Cultural context

Vocabulary that is specific to individual Charanga Units is included in Charanga Knowledge organizers.

Assessment and Progression at Soudley School

Our curriculum is knowledge based and designed to have an impact on long term memory. See long, medium, short term plans regarding curriculum content and coverage. The following outlines the progress expected within the subject and helps to provide progression throughout the school in our mixed age classes.

Due to the impact of Covid, teachers assess children at the beginning of units of work and track back through the colours when necessary, to fill gaps and ensure sound understanding before moving on.

Curriculum Progression in Music

	Rainbow reference	LISTENING Children can:	COMPOSING Children can:	PERFORMING Children can:
Pre-school	White	Enjoy listening and responding to music	Choose making music in continuous provision	Ask others to listen to what they are doing
Reception	Red	Enjoy listening and responding to music Comment on what they are listening to	Choose making music in continuous provision with more refinement	Ask others to listen to what they are doing and change what they are doing
Year One	Orange	Respond to different moods of music, in different ways	Create and choose sounds in response to different starting points	Use their own voices in many different ways Copy and perform simple rhythm patterns
Year Two	Yellow	Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike	Create short melodic patterns and rhythmic phrases Recognise and explore how sounds can be made and changed Choose sounds to represent different things in different ways Make sequences of sounds and combine sounds for different purposes Show some imagination in the use of sound Create simple accompaniments	Follow simple verbal instructions Beat out short rhythms and repeat short rhythmic patterns Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts Keep to a steady pulse Begin to understand tempo. rhythm and tone Use their voice in different ways Sing simple songs from memory Imitate changes in pitch Sing songs with more accurate pitch Maintain a simple part in a round

Year Three	Green	Listen with greater attention to detail Recognise well defined changes in sounds Identify mood in music Identify beat and pulse in music Recognise pattern in music Describe music using appropriate vocabulary Begin to compare different kinds of music Recognise differences between music of different times and cultures	Recognise and explore how sounds can be organised Create a range of musical patterns Improvise within a group Improvise repeated patterns Carefully choose and order sounds to achieve an effect Order sounds within simple structures (beginning, middle, end) Use sound to create abstract images Read a simple musical stave Compose simple melodies and songs Use pitch to communicate ideas Sequence long and short sounds	Follow instructions when performing Gain a sense of occasion when performing, showing an awareness of others Perform with increasing expression, and control and sing with good intonation and articulation Understand and use the concept of pulse Use ostinato to accompany Repeat short rhythmic and melodic patterns Sustain a rhythmic accompaniment Play clear notes on instruments and use them to make a range of sounds Sing songs from memory Sing with a sense of the shape of the melody Make range of vocal sounds: tone, timbre, volume Hold a part in more complex round Control the way some sounds are made, through breathing Control both short and long sounds Work to improve their own work
Year Four	Blue	Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Understand the relationship between lyrics and melody	Use a range of dynamics, timbre and pitch in composition Understand culture in composition Create rhythmic patterns with an awareness of timbre and duration Use emphasis and accent to create effects Use change in pitch to express ideas Use own signs and symbols to record composition Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect	Show confidence in leading a group Follow instructions from symbols when singing or playing Show increasing control with instruments Play tuned instrument, with limited range of notes Sing in tune and with expression Can hold their own part when performing by ear or by notation Begin to sing in two part harmony Show control through breathing, articulation and dynamic
Year Five	Indigo	Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music	Use imagination and confidence when composing Combine several layers of sound with awareness of combined effect	Lead, take a solo or accompany Follow written instructions, including notation when singing or playing Play more complex instrumental parts using tuned instruments with confidence

		Discern and distinguish layers of sound and understand their combined effect Identify cyclic patterns – verse and chorus, coda Recognise how different musical elements are combined and used expressively in many different types of music	Use changes in timbre, pitch and dynamic Understand the use of silence in composition Uses chords to compose Understand how many beats in a minim, etc. and recognise their symbols Improvise melodic and rhythmic phrases as part of a group performance	Have an awareness how different parts fit together for effect Refine their own work and evaluate that of others Suggest improvements to others' work
Year Six	Violet	Evaluate differences in live and recorded performances Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion	Develop ideas within distinct musical structures Identify and explore the relationship between sounds Convey their intentions through composition Use a wide range of musical devices such as melody, rhythm, chords and structures Appreciate and use harmonies to compose Compose music for different occasions	Perform parts from memory and from notation with full control, confidence and competence Polish their own performances through practice and rehearsal