

Eastwood Community School's MuSic curriculum



A Pre-School musician:	A NurSery musician:	A Reception musician:
<ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Moves their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving • Begins to move to music, listen to or join in rhymes or songs. Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Experiments with different sounds they use with their voices. • Listens to a variety of sounds, and understands some words associated with sound, e.g. loud and soft, fast or slow. 	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings familiar Nursery Rhymes • Clap the rhythm of the name of someone within the group. • Sings a few familiar songs. • Beginning to move rhythmically to music or a regular beat. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed • Experiments with different sounds they use with their voices. • Shows an interest in the way musical instruments sound. • Understands and begin to use <i>stop, start vocabulary associated with pitch, (high/low), tempo (fast slow)</i> • Improvises and collaborates to play the classroom instruments and using real objects to make music. 	<ul style="list-style-type: none"> • Begins to build a repertoire of songs. • Experiments with ways to change sounds. • Explores the different sounds of instruments. • Explores how sounds of instruments can be changed. • Can identify and name some of the classroom instruments (glockenspiel, drum, tambourine, bells) • Listens and responds to different styles of music. • Shares and performs music to a group. • Understands and begins to use <i>stop, start and other vocabulary associated with pitch, (high/deep/low), tempo (fast slow), tone (loud, soft,)</i>

Eastwood Community School's MuSic curriculum



A year 1 musician:	A year 2 musician:	A year 3 musician:
<ul style="list-style-type: none"> Can use my voice to speak, sing and chant. Can use percussion instruments to perform. Can clap short rhythmic patterns. Can make different sounds with my voice and with percussion instruments. Can repeat short rhythmic and melodic patterns eg singing back a melodic pattern. Can make a sequence of sounds. Can respond to different moods in music, saying what it makes me think of. Can actively listen to music. Can say whether I like or dislike a piece of music. Can choose sounds to represent different things. Can follow instructions about when to play and sing and when to stop. 	<ul style="list-style-type: none"> Can sing and follow a melody beginning to stay in tune. Can perform simple patterns and accompaniments keeping a steady pulse. Can play simple rhythmic patterns on a percussion instrument. Can sing or clap increasing and decreasing tempo. Can create music in response to different Can order sounds to create a beginning, middle and an end. Can choose sounds which create an effect. Can use symbols to represent sounds (shape graphic notation). Can make connections between basic graphic notations and musical sounds. Can actively listen to music and can listen out for particular things in a piece. Knows that there are different types and styles of music from around the world. (Focus on music from cultures of children in school) Can improve my own work. 	<ul style="list-style-type: none"> Can sing a tune with expression. Can play clear notes on basic tuned instruments (eg chime bars, xylophones). Can use different elements in my composition. Can create repeated patterns with different instruments. Can compose melodies and songs. Can create accompaniments for tunes. Can combine different sounds to create a specific mood or feeling. Can use musical words to describe a piece of music and compositions. Knows that there are different types and styles of music from around the world. (focus on music from wider world cultures) Can use musical words to describe what I like and do not like about a piece of music. Knows that music has changed over time and have listened to a variety of genres. Can recognise the work of at least one famous composer. (Link to future career opportunities) Can improve my work; explaining how it has been improved.

A year 4 musician:	A year 5 musician:	A year 6 musician:
<ul style="list-style-type: none"> • Can perform a simple part rhythmically. • Can sing songs from memory with accurate pitch. • Can improvise using repeated patterns. • Can use notation to record and interpret sequences of pitches. • Can read staff notation to play simple melodies (treble clef) • Can use graphic and / or staff notation to record compositions in a small group or on my own. • Can explain why silence is often needed in music and explain what effect it has. • Can identify the character in a piece of music. • Knows that music has changed over time and have listened to a variety of genres. • Can identify and describe the different purposes of music. • Can begin to identify the style of work of Beethoven, Mozart and Elgar. 	<ul style="list-style-type: none"> • Can breathe in the correct place when singing. • Can maintain my part whilst others are performing their part. • Can improvise within a group using melodic and rhythmic phrases. • Can change sounds or organise them differently to change the effect. • Can compose music which meets specific criteria. • Can use staff notation to record simple melodies (treble clef) • Can read staff notation to play simple melodies (treble clef) • Can use notation to record groups of pitches (chords). • Can use my music diary to record aspects of the composition process. • Can choose the most appropriate tempo for a piece of music. • Can describe, compare and evaluate music using musical vocabulary. • Can explain why I think music is successful or unsuccessful. • Can suggest improvement to my own work and that of others. • Can contrast the work of a famous composer and explain my preferences. 	<ul style="list-style-type: none"> • Can sing in harmony confidently and accurately. • Can perform parts from memory. • Can take the lead in a performance. • Can use a variety of different musical devices in my composition (including melody, rhythms and chords). • Can evaluate how the venue, occasion and purpose affects the way a piece of music is created. • Can analyse features within different pieces of music. • Can compare and contrast the impact that different composers from different times have had on people of that time.

Music technology – recording,

Future career opportunities – musician, performer (theatre / film), songwriter,

Tempo, timbre, volume & dynamics, expression, pitch, rhythm, pulse, ostinato, melody, harmony, chorus, unison, solo

Musical elements to be taught across all year groups:

PULSE	Steady beat of a piece of music
RHYTHM	(duration) pattern of long and short sounds in a piece of music
PITCH	the melody and the way notes change from high to low and vice versa
DYNAMICS	loud and soft
TEMPO	Speed of a piece
TIMBRE	type of sound – whisper / hum / sing / talk / hard / soft / scary / twinkly etc...
STRUCTURE	How the music is organised – chorus, verse, chorus etc..
TEXTURE	Layers of sound (eg number of instruments or voices making sounds together)
NOTATION	How music is recorded – graphic (pictures / symbols) or standard Western staff notation

Insert Charagna sheet of styles of music & history timeline

Insert key vocabulary sheet from Charanga (?) 2pgs

CHARAGNA LOG INS??