



Shepherdswell Academy Music Curriculum Overview



Why Teach Music?

As a universal language, music at the academy embodies a completely inclusive environment. This enables all our learners to express their creativity and imagination, whilst exploring a variety of genres and instruments through the three main pillars of musicianship: Technical, Expressive and Constructive. To enable learners to access music within both the national curriculum and the wider world context, they will engage with listening and appraising, composing, performing and music technology across a variety of settings.

Through meaningful structured discussion, collaborative and independent exploration of sound and technique: learners will build their self-confidence, self-expression and rehearsal etiquette. They will also learn to justify their own thoughts and feelings about musical intention using appropriate musical vocabulary. They will use their own learning to feedback to peers about each other's performances and compositions as well as evaluate their own work.

Learners will embrace the true international potential of the academy through studying a broad variety of music from different countries, cultures and traditions. They will develop a critical ear along with an empathy, understanding and respect for the genre's origins then be able incorporate this into their own compositions and performances.

Learners will explore a variety of different careers within the music industry. This, coupled with cross-curricular opportunities will enable them to build solid links in their knowledge and see how this can be transferrable as they progress through the academy and beyond.

Music lessons in the academy will be learner-led, dynamic and energetic. They will nurture individual passions and inquisitiveness in an artistic way whilst continuously developing the core musical principals of listening and appraising, composing and performance both as a soloist or a member of an ensemble.




Through EYFS and Key Stage 1 learners will focus on exploring the core musical elements through listening, composition and performance whilst learning how these can be used to communicate a sense of mood, feeling or story. Learners will use pictures and symbols to share their own ideas.

Music Curriculum Big Ideas

Each term/SOL will specifically focus on one or more of the musical elements listed below:

Musicianship		
Rhythm	Melody	Harmony
Structure	Texture	Instrumentation

These will be explored through the methods below to really embed and develop learner's musicianship:

	Improvise and Generate Ideas
	Develop Ideas
	Balance and Cohesion
	Technical Skills
	Ensemble Skills
	Expression and Interpretation
	Listening and Analysing
	Evaluating and Justifying
	Aural Development

Music Curriculum Progression: All 11 topics in the music curriculum are designed to broaden learner knowledge in at least one of the following 6 elements of music: Rhythm, Melody, Harmony, Structure, Texture and Instrumentation. In EYFS and Key Stage 1 there are units where musicianship is taught as explicit knowledge in order to embed the fundamental principles and vocabulary but it will also be reinforced and recalled across in every music lesson. As the Big Ideas return, throughout their time in the academy, learner's will extend both their technical skills and theoretical knowledge across a variety of cultures, genres and contexts. They will be able to access it aurally, through standardised notation/music theory, a variety of musical instruments and music technology. This will be underpinned by the concept of musicianship being explored in all music lessons enabling learners to become well-rounded musicians, technically proficient and able to engage with music meaningfully both within and beyond the academy. Learners will then apply and be assessed through the 3 strands composing, performing in ensemble and as a soloist, listening and analysing.

Substantive Knowledge		Disciplinary Knowledge
		EYFS and Key Stage 1
Rhythm	Duration, Time Signature	Pulse, Crotchet, Quaver, 4-beat
Melody	Pitch, Notation, Intervals	High, Low, Step, Leap
Harmony	Tonality, Chord sequence	Happy, Sad
Structure	Form, Phrase, Repetition, Variation, Development	Question and Answer, Ostinato
Texture	Melodic line, Accompaniment	Unison, Solo, Round
Instrumentation	Instrumental families, Genre, Technique	Classroom Percussion, tuned, untuned
Musicianship	Dynamics, Tempo, Articulation, Timbre	Loud, Quiet, Fast, Slow, Smooth, detached



Shepherdswell Academy

Music Curriculum Map – EYFS to KS1



EYFS			Reception	Year 1	Year 2	
<p>Early Learning Goal: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. <p>Typical learning experiences include: Children sharing favourite songs and performing generally current music from films and charts and a range of nursery rhymes. Children engaging in a range of song times including traditional nursery rhymes and songs to support learning. An example of this is when children are role playing getting on and off a bus and will sing. Music will be discussed with children and they will be invited to describe the music and seek out their opinions and thoughts. Children will participate in call and response songs so echo phrases of songs sung. They will play movement and listening games that use different sounds for different movements, e.g. march to the sound of the drum, creep to the sound of the maraca.</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	Listening and Appraising	Listening and Analysing	<ul style="list-style-type: none"> Respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs Recognise and respond through movement /dance to the different musical characteristics and moods of music 	<ul style="list-style-type: none"> Use gesture and physical actions to represent musical shape and character to the different musical characteristics and moods of music Sort and name different sounds Begin to use musical terms [louder/quieter, slower/faster] 	<ul style="list-style-type: none"> Identify and describe well-defined changes in pitch, dynamics and tempo Explore songs with an ostinato – (short, repeated pattern) 	
		Evaluating and Justifying	<ul style="list-style-type: none"> respond to changes in dynamics, pace and character 	<ul style="list-style-type: none"> Identify if pitch is getting higher/lower/staying the same follow a leader (teacher)starting and stopping together respond through movement/dance to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.] Explore songs with an ostinato – (short, repeated pattern) 	<ul style="list-style-type: none"> respond through movement to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.] recognise and respond verbally to the mood of a piece of music: begin to use music terminology when describing how the mood is created [i.e. thinking about pitch, tempo, dynamics and timbre] 	
		Aural Development	<ul style="list-style-type: none"> imitate a rhythm pattern on an instrument begin to follow simple signals recognise some of the sounds of the percussion instruments used in the classroom copy a simple rhythm pattern or number of beats played on an instrument 	<ul style="list-style-type: none"> Copy short rhythmic patterns (Crotchet and quaver) Echo short sung melodic phrases follow simple signals use graphics/symbols to portray the sounds they have made 	<ul style="list-style-type: none"> Copy short rhythmic patterns (Crotchet, quaver and rests) Identify if pitch is getting higher/lower/staying the same Copy simple melodic phrases (up to 3 notes) follow a leader (teacher)starting and stopping together Recognise aurally wooden, metal, skin percussion instruments and begin to know their names 	
		Composing	Improvise and Generate Ideas	<ul style="list-style-type: none"> create a sequence of different sounds in response to a given stimuli add chosen sound effects at an appropriate moment in a story or song use instruments in my indoor and outdoor play 	<ul style="list-style-type: none"> Improvise a short rhythm Improvise suitable “answer” phrases to given questions Use untuned percussion to create moods and emotion Represent pitch shape with lines 	<ul style="list-style-type: none"> Improvise short rhythm and pitch ideas Improvise “question and answer phrases” to create a musical conversation Use tuned and untuned percussion to create musical interludes in response to poems/texts (representing mood and emotion) Represent pitch shape with dots Interpret a sequence of sounds using a graphic score
			Develop Ideas	<ul style="list-style-type: none"> make changes in their voices to express different moods /feelings add actions to a song 	<ul style="list-style-type: none"> Create rhythms using given words as patterns Use untuned percussion instruments in response to non-musical stimulus Use voice in response to non-musical stimulus Use pictures to represent sounds created Organise given notation to create rhythms 	<ul style="list-style-type: none"> Create rhythms using own words to chant patterns Add a simple ostinato (repeated rhythm) to accompany songs Justify timbre (sound quality) choices when composing Combine vocal and instrumental sounds to create a descriptive musical scene or soundscape Use symbols to represent sounds created Begin to use crotchet/quaver notation to represent ideas
			Balance and Cohesion	<ul style="list-style-type: none"> begin to develop a sense of beat, using instruments or body sounds 	<ul style="list-style-type: none"> Explore repetition and contrast in dynamics and tempo Use pictures to represent repetition and contrast 	<ul style="list-style-type: none"> Explore repetition and contrast in dynamics, tempo, pitch and duration Use symbols to represent repetition and contrast
	Performing	Technical Skills	<ul style="list-style-type: none"> Respond to symbols or hand signs Start and stop together Find their singing voice and begin to develop a sense of pitch over a small range of notes 	<ul style="list-style-type: none"> Perform an action or a sound (clapping, stamping, etc.) whilst singing Develop singing technique with good posture and secure breath control-producing an unforced sound Sing la-so-mi songs (A,G,E) with accurate pitch Follow symbols and pictures when singing/playing 	<ul style="list-style-type: none"> Sing a variety of songs with an increased range of an octave, more accuracy of pitch Use singing technique showing increasing vocal control and singing words clearly play 2/3 note melodies and simple rhythms on instruments/body percussion with some control Follow basic musical notation when playing/singing 	
		Ensemble Skills	<ul style="list-style-type: none"> Speak and chant together Play along to music showing a developing awareness of the beat 	<ul style="list-style-type: none"> Sing/play in time to a steady beat; with a sense of ‘togetherness’ Clap, tap, walk or play class percussion to a steady beat Speak and chant together more confidently 	<ul style="list-style-type: none"> demonstrate some confidence in performing as a part of a small group perform a rhythm accompaniment (rhythmic ostinato) to a steady beat/song Keep a steady beat against an ostinato/song (perform in two parts – pulse and rhythm) 	
		Expression and Interpretation	<ul style="list-style-type: none"> Play with a sense of purpose and enjoyment sing a variety of songs both accompanied and unaccompanied play loudly, quietly, fast, slow 	<ul style="list-style-type: none"> Imitate teacher led volume (dynamics), speed (tempo) and expression Sing call and respond songs and accumulative songs with a response using voice to convey a sense of meaning 	<ul style="list-style-type: none"> Follow signals from a leader to perform with a sense of expression including dynamics [volume] and tempo [speed] Begin to explore gradual changes in dynamics (getting louder/quieter) Sing with a sense of expression articulating words clearly and breathing at the end of phrases 	