

# ST. TERESA'S R.C. PRIMARY SCHOOL



**Subject Statement of Intent for Music:** It is our intent that our Music curriculum engages and inspires pupils to develop a love of music and their talent as musicians. As pupils progress, they should develop a critical engagement with music from a wide range of traditions and historical periods, allowing them to compose, practise and perform thus increasing their self-confidence, creativity and sense of achievement.

	EYFS links	Y1	Y2	Y3	Y4	Y5	Y6
<b>Performance</b>	<ul style="list-style-type: none"> <li>• Sing with an awareness of others.</li> <li>• Repeat simple <i>sound patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use voice to <i>speak, chant</i> and <i>sing</i></li> <li>• Make and control <i>rhythms</i> of <i>long</i> and <i>short</i> sounds</li> <li>• Imitate changes in <i>pitch</i> and <i>dynamics</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sing</i> songs following the <i>melody</i> and use the voice in different ways to create different <i>effects</i></li> <li>• Sing or clap simple <i>patterns</i> and <i>accompaniments</i> keeping a <i>pulse</i> and changing the <i>tempo</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs from memory maintaining the tune</li> <li>• Begin to explore <i>timbre</i> with voice and instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs from memory with <i>accurate pitch, control breathing</i> being aware of others</li> <li>• Explore <i>timbre, texture</i> and <i>structure</i>.</li> <li>• Understand how music is written in <i>traditional form</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use <i>control, phrasing, expression</i> and clear <i>diction</i> when singing</li> <li>• Maintain a tune using instruments</li> <li>• Read/ work out musical notation</li> <li>• Perform with an awareness of the <i>interrelated dimensions of music</i></li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a part in a <i>round</i>, singing in <i>harmony</i></li> <li>• Play more complex instrumental parts with control</li> <li>• Evaluate own performance in the light of the <i>interrelated dimensions of music</i></li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• To make <i>sounds</i> using classroom <i>instruments</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use the voice and a range of instruments to explore <i>different</i> sounds</li> <li>• Make sequences of <i>long</i> and <i>short</i> sounds.</li> <li>• Clap <i>rhythms</i></li> <li>• Choose sounds to represent different things</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Create / improvise</i> repeated <i>patterns</i> using a range of instruments</li> <li>• Create a beginning, middle and end in a composition</li> <li>• <i>Control</i> playing instruments</li> <li>• Choose sounds to achieve an <i>effect</i></li> </ul>	<ul style="list-style-type: none"> <li>• Play <i>notes</i> on instruments including steps/ leaps in pitch</li> <li>• Use <i>symbols</i> to represent sounds.</li> <li>• <i>Improvise</i> within a group - e.g. <i>call &amp; response</i></li> <li>• Use sound (ICT) to create <i>abstract effects</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sustain</i> a <i>rhythm</i> to <i>accompany</i> singing</li> <li>• <i>Improvise</i> within a group, using a <i>range</i> of instruments</li> <li>• Make creative use of the way sounds can be <i>changed, organised</i> and <i>controlled</i> (ICT)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Improvise</i> using 5 notes of the pentatonic scale</li> <li>• Create own songs / raps</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Improvise</i> on own recalling the tune</li> <li>• Create music <i>reflecting specific criteria</i></li> <li>• Record music using traditional notation</li> </ul>
<b>Appreciation</b>	<ul style="list-style-type: none"> <li>• <i>Respond</i> to music through movement.</li> <li>• Say whether they <i>like</i> or <i>dislike</i> a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they like / dislike about a piece of music and respond to different <i>moods</i></li> <li>• Hear different sounds</li> <li>• Understand that music can tell stories</li> </ul>	<ul style="list-style-type: none"> <li>• Clap the <i>beat</i></li> <li>• Recognise different instruments</li> <li>• Listen carefully and copy short <i>rhythmic and melodic patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>• Listen and identify similarities/differences in different types of music</li> <li>• Recall simple rhythmic patterns</li> <li>• Compare music from different periods in history</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to music through movement and other creative outlets such as poetry / visual arts</li> <li>• Understand that music is a form of <i>communication</i></li> </ul>	<ul style="list-style-type: none"> <li>• Listen, respond and compare music with reference to the interrelated dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, compare and evaluate music with reference to the interrelated dimensions of music</li> <li>• Investigate how technology has impacted on music</li> </ul>

END POINTS							
	Begin to use symbols to represent sounds	To use a small range of invented notation.	Use invented notation	Beginning to use standardised notation e.g. note names	Use more standardised notation	Read music notation – standardised and invented	•
Play and Perform	Singing	Use voices in different ways – speaking, singing & chanting	Sing with a sense of the shape of the melody.	Unison singing developing awareness of pitch	Learning song structure; retaining lyrics, increasing expression.	Singing confidently and proficiently in 2 parts	To sing and play simultaneously with confidence, fluency and control
	Instruments	Understand and follow basic musical instructions	perform rhythmical patterns, keeping a steady pulse	Learning to play simple parts on a small range of notes	Knowledge of notes and how to play them on an instrument.	Ensemble and solo performance – singing to an accompaniment.	
Create & Compose	Identify and organise sounds	Repeat short rhythmic and melodic patterns	Create a rhythmical pattern using a small range of notes	Create a rhythmical phrase using lyrics, repeat it in time with a pulse.	Use a given structure to compose a phrase using their preferred notation	To create and improvise a phrase as part of a group performance	
Appraising	Talk about how music makes you feel or want to move	Respond to different moods in music	Evaluate the work of famous composers  beginning to use musical terminology	Evaluate the work of famous composers using developing musical terminology	Evaluate the work of famous composers using musical terminology	Evaluate the performance of their peers and self and suggest improvements using musical terminology	
Applying knowledge	Begin to represent sounds with simple symbols	Represent sounds with a range of symbols	Recognise simple notation	Understand how different elements are combined (rhythm and melody)	To listen and recall a range of songs and patterns	Use a range of forms of notation.	