

Great Chart Primary School

Curriculum Skills Map Music



September 2018

We aim to provide creative and co-operative ways for the pupils to learn together so that all can succeed. As such we follow a skills based curriculum and we have aimed to create a document based around the key skills we see as relevant for life in the 21st Century. We believe that a curriculum heavily based on knowledge is no longer relevant, as knowledge is now so readily available at our fingertips. Instead, we want to foster in our pupils a love of learning, and develop their creativity and critical thinking through skills such as collaboration, research, problem solving, presentation, evaluation and reflection. These skills are reflected through the objectives identified in each subject area to help us develop confident, excited and proud learners who will be our leaders of the future and become a dynamic, adaptable workforce with high levels of reasoning and problem solving skills.

Teaching and learning within our school, as far as possible, is taught through a cross curricular approach to enable the children to make connections between their learning, leading to a deeper learning experience. Links are made wherever possible between subjects, however we recognise that Science, PE and RE will often need to be taught in a discrete manner.

Curriculum Skills Map- Music- Year 1

Performing	Composing	Appraising
<ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they clap short rhythmic patterns? <ul style="list-style-type: none"> • Can they use instruments to perform a simple piece? • Can they respond to musical indications about when to play or sing? • Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? 	<ul style="list-style-type: none"> • Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they identify changes in sounds? • Can they tell the difference between long and short sounds? • Can they repeat (short rhythmic and melodic) patterns? • Can they represent sounds pictorially? • Can they make a sequence of sounds for a purpose? 	<ul style="list-style-type: none"> • Can they form an opinion to express how they feel about a piece of music? • Can they identify what different sounds could represent and give a reason why? • Can they recognise repeated patterns? <ul style="list-style-type: none"> • Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? • Can they hear the pulse in a piece music? <ul style="list-style-type: none"> • Can they tell the difference between loud and quiet sounds? • Can they describe how sounds are made and changed? • Can they respond to different moods in music and say how a piece of music makes them feel?
<h3 style="color: #008080;">Year 1 Greater Depth</h3>		

<ul style="list-style-type: none"> • Can they perform a rhythm to a steady pulse? 	<ul style="list-style-type: none"> • Can they give a reason for choosing an instrument? 	<ul style="list-style-type: none"> • Can they identify texture - listening for whether there is more than one sound at the same time? • Can they identify musical structure in a piece of music (verse, chorus etc)?
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Curriculum Skills Map- Music- Year 2

Performing	Composing	Appraising
<ul style="list-style-type: none"> • Can they understand the importance of a warm up? • Can they follow the melody using their voice or an instrument? • Can they sing songs as an ensemble following the tune (melody) well? • Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? • Do they have control when playing instruments? 	<ul style="list-style-type: none"> • Can they order sounds to create a beginning, middle and end? • Can they represent sounds pictorially with increasing relevance? • Can they choose sounds to achieve an effect (including use of technology)? • Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? • Can they create short, rhythmic patterns – sequences of long and short sounds? • Are they selective in the control used on an instrument in order to create an intended effect? 	<ul style="list-style-type: none"> • Can they identify particular features when listening to music? • Can they begin to associate sounds they hear with instruments? • Can they independently identify the pulse in a piece of music and tap along? • Can they listen carefully to recall short rhythmic patterns? • Can they begin to recognise changes in timbre, dynamics and pitch? • Are they able to recognise and name different instruments by sight? • Can they evaluate and improve their own work and give reasons?

<ul style="list-style-type: none"> • Can they perform musical patterns keeping a steady pulse? 	<ul style="list-style-type: none"> • Can they create their own symbols to represent sounds? • Can they choose sounds to create an effect on the listener? 	
Year 2 Greater Depth		
<ul style="list-style-type: none"> • Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse? 	<ul style="list-style-type: none"> • Can they use simple structures (e.g. repetition and order) in a piece of music? • Do they know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> • Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?

Curriculum Skills Map- Music- Year 3		
Performing	Composing	Appraising
<ul style="list-style-type: none"> • Do they sing songs from memory with increasing expression, accuracy and fluency? • Do they maintain a simple part within an ensemble? • Do they modulate and control their 	<ul style="list-style-type: none"> • Can they create repeated patterns using a range instruments? • Can they create accompaniments for melodies? • Can they combine different sounds to create a specific mood or feeling? 	<ul style="list-style-type: none"> • Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? • Can they evaluate and improve their work, explaining how it has improved using a success criterion?

<p>voice when singing and pronounce the words clearly?</p> <ul style="list-style-type: none"> • Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? • Can they improvise (including call and response) within a group using the voice? <p>• Can they collaborate to create a piece of music?</p>	<ul style="list-style-type: none"> • Do they understand how the use of tempo can provide contrast within a piece of music? • Can they begin to read and write musical notation? • Can they effectively choose, order, combine and control sounds to create different textures? • Can they use silent beats for effect (rests)? <p>• Can they combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition?</p>	<ul style="list-style-type: none"> • Can they recognise the work of at least one famous composer? • Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? • Are they able to recognise a range of instruments by ear? • Can they internalise the pulse in a piece of music? • Can they recognise the symbol for crotchet and crotchet rests? • Do they know that high on the staff means a higher pitch? <p>• Can they identify the features within a piece of music?</p>
<p>Year 3 Greater Depth</p>		
<ul style="list-style-type: none"> • Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> • Can they compose a simple piece of music that they can recall to use again? • Do they understand metre in 4 beats; then 3 beats? 	<ul style="list-style-type: none"> • Can they recognise changes in sounds that move incrementally and more dramatically? <ul style="list-style-type: none"> • Can they compare repetition, contrast and variation within a piece of music?

Curriculum Skills Map- Music- Year 4

Performing	Composing	Appraising
<ul style="list-style-type: none"> • Can they perform a simple part of an ensemble rhythmically? • Can they sing songs from memory with increasing expression, accuracy and fluency? • Can they improvise using repeated patterns with increasing accuracy and fluency? 	<ul style="list-style-type: none"> • Can they use notations to record and interpret sequences of pitches? • Can they use standard notation? • Can they use notations to record compositions in a small group or on their own? • Can they use notation in a performance? 	<ul style="list-style-type: none"> • Can they explain why silence is used in a piece of music and say what effect it has? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they begin to identify with the style of work of established composers (e.g. Beethoven, Mozart, Elgar etc)? • Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?
<h3 style="color: #008080;">Year 4 Greater Depth</h3>		
<ul style="list-style-type: none"> • Can they use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> • Can they explore and use sets of pitches, e.g. 4 or 5 note scales? • Can they show how they can use dynamics to provide contrast? 	<ul style="list-style-type: none"> • Can they identify how a change in timbre can change the effect of a piece of music?

Curriculum Skills Map- Music- Year 5

Performing	Composing	Appraising
<ul style="list-style-type: none"> • Can they sing and use their understanding of meaning to add expression? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? <p>• Can they maintain their part whilst others are performing their part?</p>	<ul style="list-style-type: none"> • Can they use technology to change sounds or organise them differently to change the effect? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? <p>• Can they use technology to compose music which meets a specific criterion?</p>	<ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they identify and begin to evaluate the features within different pieces of music? <p>• Can they contrast the work of established composers and show preferences?</p>
Year 5 Greater Depth		
<ul style="list-style-type: none"> • Can they use pitches simultaneously to produce harmony by building up simple chords? 	<ul style="list-style-type: none"> • Do they understand the relation between pulse and syncopated patterns? • Can they identify (and use) how 	<ul style="list-style-type: none"> • Can they explain how tempo changes the character of music? • Can they identify where a gradual

<ul style="list-style-type: none"> • Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<p>patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</p>	<p>change in dynamics has helped to shape a phrase of music?</p>
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<h2 style="text-align: center; color: #008080;">Curriculum Skills Map- Music- Year 6</h2>		
Performing	Composing	Appraising
<ul style="list-style-type: none"> • Can they sing a harmony part confidently and accurately? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? • Can they perform parts from memory? 	<ul style="list-style-type: none"> • Do they recognise that different forms of notation serve different purposes? • Can they use technology to support their notation? • Can they combine groups of beats? • Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) 	<ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? • Can they analyse features within different pieces of music?

Year 6 Greater Depth

- Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?

- Can they show how a small change of tempo can make a piece of music more effective?
- Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?

- Can they appraise the introductions, interludes and endings for songs and compositions they have created?