

## Curriculum Model for Music

<b>Possibilities</b> <i>This driver helps pupils to build aspirations and identify available opportunities for their future lives</i>	<b>Initiative</b> <i>This driver helps pupils to grow as independent learners and develops resourcefulness in a variety of situations</i>	<b>Community &amp; Environment</b> <i>This driver develops a sense of belonging and nurtures curiosity about, and empathy for, local, national and global issues</i>	<b>Health &amp; Well-being</b> <i>This driver underpins every aspect of our curriculum. It helps to guide children's life choices and nurtures emotional growth</i>
Performance Passion Composition Musician Recording artist Appreciation of different music genres	Exploration Creativity	Collaboration Participation in the local community Local community performances Plasticology recycling to invent musical instruments	Confidence to perform Enjoyment Self esteem

### Characteristics of a Musician

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

### At the end of Key Stage One the children will know how to ...

- Use voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Make and combine sounds using the inter-related dimensions of music.

### The children will be able to ...

<b>Perform</b>	<b>Compose</b>	<b>Transcribe</b>	<b>Describe</b>
<ul style="list-style-type: none"> <li>• Take part in singing, accurately and following the melody</li> <li>• Follow instructions on how and when to sing or play an instrument</li> <li>• Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect</li> <li>• Imitate changes in pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Create short, musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the beat of a tune</li> <li>• Recognise changes in timbre, dynamics and pitch</li> </ul>

### Milestone 1

Basic Year 1	Advancing Year 2	Deep Year 2
<ul style="list-style-type: none"> <li>• With encouragement, a basic melody is followed.</li> <li>• With support from a teacher, instructions of when to play an instrument are followed</li> <li>• During structured activities, long and short, high and low sounds are created and combined using voice and instruments</li> <li>• There is some awareness of how to alter pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Generally, a basic melody is followed accurately</li> <li>• Instructions of when to play an instrument are generally followed correctly</li> <li>• There is some experimentation with combining long and short, high and low sounds with voice and</li> </ul>	<ul style="list-style-type: none"> <li>• Basic melodies are followed accurately</li> <li>• Instructions of when to play an instrument are well understood and followed.</li> <li>• There are very effective combinations of long and short, high and low sounds using voice and instruments.</li> <li>• Pitch changes are imitated effectively</li> </ul>

<ul style="list-style-type: none"> <li>• During structured activities, short musical patterns are created</li> <li>• With support, symbols are used to represent a composition and aid its performance</li> <li>• In structured activities, music can be described in terms of its beat</li> <li>• In structured activities, the terms timbre, dynamics and pitch are used</li> </ul>	<p>instruments.</p> <ul style="list-style-type: none"> <li>• There are some good examples of imitating changes in pitch</li> <li>• There are some good examples of creating short musical patterns</li> <li>• Symbols are chosen from suggestions to represent a composition and aid its performance</li> <li>• Generally, music is described well in terms of its beat</li> <li>• Generally, the terms timbre, dynamics and pitch are beginning to be used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Well-thought out short musical patterns are created</li> <li>• Symbols are devised from suggestions to represent a composition and aid its performance.</li> <li>• Musical terminology is becoming increasingly understood and where appropriate, the term beat is used to describe music</li> <li>• There is a good understanding of the terms timbre, dynamics and pitch and they are used appropriately to describe music</li> </ul>
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