

Curriculum Framework (map) for Music at St. Clare's Catholic Primary School

INTENT: To make musical learning and music making fully accessible to all. To give all pupils the opportunity to become musically literate by the time they leave primary education. To combine creativity, knowledge, vocabulary, the interrelated musical dimensions, skill and technique to enable pupils to think and operate as musicians. Pupils will not just experience music but will learn how it works and how to use it in many and varied ways to explore listening, responding, creating and performing music creatively and purposefully.

National Curriculum Requirements for Music:

Foundation Stage: Pupils should have opportunities for:

- Hearing and Listening
- Vocalising and singing
- Moving and Dancing
- Exploring and Playing

Key stage 1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught to

- sing and play musically with increasing confidence and control.
- They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

These requirements can be split into:

Composing & Improvising

Using and understanding different notations

Planning & Performing

Listening & Appraising.

IMPLEMENTATION: Use of the Stave House Musical Literacy Programme in conjunction with BBC Ten Pieces and Charanga. Where possible links are made with topics being taught in each phase, but these are not forced and some music teaching will be stand alone. Pupils will have the opportunity to learn to play a variety of different instruments. There are ongoing curricular links, in particular with maths, science, English and PSHE.

MUSIC: DEVELOPMENT AND PROGRESSION OF KNOWLEDGE AND SKILLS OVER TIME				
	EYFS	KS1	LKS2	UKS2
End of Phase Objectives	Create movement in response to music. Begins to move rhythmically Show an interest in music and Join in with songs and rhymes Taps out simple rhythms. Explores how sounds can be changed.	Take part in singing, accurately following melody. Follow instructions on how and when to sing or play an instrument Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch Create short musical patterns Use symbols to represent a composition and use them to help with a performance Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.	Perform from memory with accurate pitch and control. Maintain a simple part within a group. Compose and perform a range of melodies, abstract effects, patterns and accompaniments. Use non-standard symbols to individuate when to play and rest. Recognise some standard musical notation and explain their meaning. Use vocabulary relating to: duration, pitch, tempo, timbre, texture and begin to evaluate music.	Sing or play expressively with control and in tune from memory. Hold a part within a round or harmony. Create longer pieces of music (eg: verse and chorus) and combine a variety of musical devices including accompaniments, melody, rhythm and chords. Read and use some standard musical notation including simple time signatures. To play and transcribe music using standard notation. Choose from a variety of musical vocabulary to include elements of music plus social and historical

				context, sense of occasion, use of lyrics, combination of music elements, cultural context and genre.
Target Tracker Statements		Refer to TT Band 1 and 2 statements	Refer to TT Band 3 and 4 statements	Refer to TT Band 5 and 6 statements
Stave House Musical Literacy Programme	<p>Introduce musical elements of pitch and duration.</p> <p>Introduce Giant Stave House board as a place where sounds can live.</p> <p>Moving and playing: Use Pre-School songs to introduce music as a social and collaborative activity. Learn about Father Crotchet and Mother Minim. Matching games.</p> <p>Create simple rhythms and establish L-R orientation.</p> <p>Develop fine motor skills (techniques for playing)</p> <p>Exploring untuned percussion and sorting sounds.</p> <p>Identifying high and low sounds and matching movements to sounds heard.</p>	<p>Introduce musical elements of tempo, dynamics and timbre. Use individual Stave House Boards.</p> <p>Learn about Quaver Twins and Uncle Semibreve and use all 4 note lengths to create and perform simple rhythmic patterns using body and classroom percussion. Learn about Mother Minim and her dog (dotted minim) and be able to move appropriately to music in 2/4 and 3/4 time.</p> <p>Use stave to identify high and low sounds.</p> <p>Make connections between size and sound</p> <p>Learn about note , low D and low C and use to improvise and compose simple 3 note tunes. Begin to add rhythm to pitch.</p> <p>Opportunity in Year 2 to enter for Stave House Level 1 Examination (London College of Music)</p>	<p>Develop use of Stave House as a composing and performing tool. Position pitch characters confidently and begin to replace with Rhythmic notation when composing.</p> <p>Learn about the Notebuilder and all notes on the 5 lines of the stave (EGBDF).</p> <p>Begin to use simple standard notation and know how many beats there are in a given rhythm. Use Stave House notation to learn to play the recorder (whole class instrumental tuition).</p> <p>Know the difference between high and low C and learn about octaves. Identify notes that are an octave apart.</p> <p>Refer to Stave House Rhythm Family when listening and discussing music from a range of genres.</p> <p>Use combination of stave house and standard notation to improvise and compose for a variety of purposes.</p> <p>Record heard rhythms accurately.</p> <p>Opportunity to enter for Stave</p>	<p>Use Stave House characters in conjunction standard notation. Move away from Stave House characters. Learn about and use time signatures. Identify number of beats in a bar and compose and record pieces of at least 4 bars in length using standard notation. Learn about the bass clef – using Stave House. Understand that pitch goes on forever.</p> <p>Improvise and compose, recording with standard notation in C major. Learn about dotted minims and semiquavers.</p> <p>Learn about harmony (basic chords for a major key) and how it fits with melody.</p> <p>Use notation during Whole Class Instrumental tuition (keyboards, ukulele).</p> <p>Identify different notation features in a piece of music.</p> <p>Sight read a short piece of music.</p>

	Introduce Stave House Characters that represent notes F A C E		House Level 2 Examination (London College of Music).	
BBC Ten Pieces, Sing Up and Charanga	Use nursery rhymes as starting points for exploring rhythm, dynamics and timbre.	Describe music in terms of beat and emotional response. Begin to identify and name different musical instruments beyond untuned percussion. Using a piece of music as a starting point for a class composition. Develop ensemble singing and confidence	Learn about composers and subjects of compositions. Describe music using musical language accurately and appropriately. Link emotional responses to musical elements. Sing confidently and hold part from memory in group singing. Sing in parts and in small groups. (programme music)	Learn about historical, social and cultural context of a composer and their music. Describe music using detailed appropriate vocabulary. Compare music to social context and other known music. Learn about different techniques for composing, improvising and performing. Sing harmonies accurately and confidently. Improvise with voices and relate to Stave House. Eg: improvise on Doh/Mi/Soh.
Listen and Appraise	Move to a variety of music. Give opinions about music and describe in simple terms.	Identify the beat. Move to music that is in 2/4 and 3/4 time and notice the difference. Describe music as loud/soft, fast/slow. Begin to describe emotional responses to music.	Describe music accurately in terms of dynamics, tempo, texture and emotional response. Begin to understand that music can be placed in time and place and described by genre.	Describe music accurately using different musical elements. Justify descriptions and emotional responses by comparing to other pieces of music, linking to musical elements. Explore a genre and find examples of different music within it.
Compose and Improvise	Improvise different rhythms or musical patterns on tuned or untuned percussion.	Compose simple tunes using up 2 or 3 different pitched notes. Compose rhythms to accompany different songs. Make decisions about timbre/dynamics to create a particular effect	Improvise rhythms and simple melodies and record them using stave house notation. Perform on different tuned and untuned instruments as appropriate. Play each other's compositions. Develop creativity: Make decisions about timbre/tempo/dynamics/texture to create a particular effect. Explore drones.	Compose for different purposes and in different genres. Record compositions formally using standard notation using bar lines, time signatures and accompany with chords. Improvise within a given structure (modes, major/minor scales) Write lyrics and compose melodies. Make decisions about orchestration

				and structure and show using standard or graphic notation. Explore use of ostinati as part of a composition. Use iPads to record and compose music (Charanga Notepad, YuStudio).
Plan and Perform	Follow simple pictorial notation to perform rhythms and tunes together.	Understand that music making can be collaborative. Follow leader/conductor and know when to play. Follow Stave House character notation to perform a piece together. Create and perform from graphic scores. Sing as part of a group. Sing in two parts. Keep the beat on untuned percussion during a performance	Sing in two parts (canon, call and response, echo, harmony) Work collaboratively towards a larger performance. Follow music from stave house to include all four note values and extended pieces of music. Perform using class percussion, recorders and keyboard (where appropriate). Accompany with simple rhythms or drones. Suggest improvements.	Sing in small groups, solo. Hold part in a harmony. Rehearse independently in groups to plan and perform to others, to include performing from own written compositions (formal notation). Perform own songs and those of others and accompany with chords and or ostinato.
Instrumental Teaching	Introduction to classroom percussion, body percussion.	Use of chime bars, xylophones and glockenspiels is integral to lessons. Occasional use of piano keyboard. Opportunity to have individual tuition through Essex Music Service – woodwind.	Developing use of tuned percussion, plus whole class tuition in recorder. Opportunity to have individual tuition through Essex Music Service – woodwind.	Use of tuned percussion and recorder in composition and performance. Whole class tuition in keyboards and ukulele. Opportunity to have individual tuition through Essex Music Service – woodwind.

Music Clubs:

Choir: Deanery Mass: St. Benedict's Advent Celebration, Young Voices, Tendring Vocal Celebration, St. Michael's Convent, Christmas Carol Service, Christmas Fayre, Summer Fete.

Recorder Club: developing repertoire for performance.

Cultural Capital: The Stave House Music Programme offers our children the chance to become musically literate in the same way as if they were having private music lessons. Opportunities are offered for the choir to sing at a wide variety of events, both within school, with other schools and in the community and beyond. This year we are hoping to organise to sing with the residents of St. Michael's convent, with an emphasis on singing for dementia.

IMPACT: Children become musicians. They refer to music and musical ideas in every day conversations and discussions. They use skills from their music lessons across the curriculum – for example: performance skills, mathematics, cultural knowledge. Music is part of everyday life at St. Clare's. Pupils will take knowledge from each phase and use and develop it in different ways in the next phase, adding on to their learning and using it creatively. There will be many opportunities within each phase to revisit concepts and ideas in many and varied ways in order to embed and extend learning.

Assessment is backed up with preparation for external Stave House examinations, and those pupils who are not entered for the formal examination will still follow the same preparation work and be assessed in class.

Pupils will take knowledge and skills from music lessons and use them in wider context of the school, for example, singing assemblies, preparation for singing in Whole School Mass, and for school productions. Children become more confident about themselves as a result of performing. They perform for a variety of audiences that will include their own families and communities. They will be encouraged to join outside clubs/organisations to develop their musicianship and take it beyond their primary school years. Children may also take knowledge back to any outside music tutors (eg: guitar teacher).