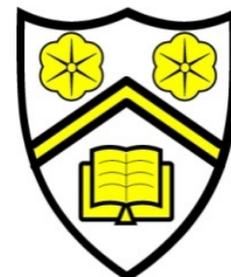


**WHITEHILL COMMUNITY ACADEMY (3 – 11)**  
**A rationale for the Teaching of Music**



**Purpose of study**

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

**Music unit aims (Taken from the NC)**

**Aims include:**

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**Music overview for EYFS, KS1 and KS2**

Year Group	AUTUMN	SPRING	SUMMER
EYFS	<p><b>Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.</b></p> <p><b>ELG 16: Exploring and using media and materials:</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>ELG 17: Being imaginative:</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		
YEAR 1	<p>HEY YOU!/LITTLE ANGEL GETS HER WINGS                      (+ any Y1/2 on-going skills / music connected with theme / Harvest / Christmas)</p>	<p>IN THE GROOVE/RHYTHM IN THE WAY WE WALK AND BANANA RAP                      (+ any Y1/2 on-going skills / music connected with theme)</p>	<p>ROUND AND ROUND/REFLECT/REWIND/REPLAY                      (+ any Y1/2 on-going skills / music connected with theme)</p>

YEAR 2	HANDS/FEET/HEAR T/BABUSHKA (+ any Y1/2 on-going skills / music connected with theme / Harvest / Christmas)	GLOCKENSPIEL STAGE 1/ I WANNA PLAY IN A BAND (+ any Y1/2 on-going skills / music connected with theme)	ZOOTIME/ REFLECT/ REWIND/ /REPLAY (+ any Y1/2 on-going skills / music connected with theme)
YEAR 3	LET YOUR SPIRIT FLY/HO HO HO (+ any Y3/4 on-going skills / music connected with theme / Harvest / Christmas)	GLOCKENSPIEL STAGE 2/BENJAMIN BRITTIN – THERE WAS A MONKEY (+ any Y3/4 on-going skills / music connected with theme)	THREE LITTLE BIRDS/REFLECT/REWIND/REPLAY (+ any Y3/4 on-going skills / music connected with theme)
YEAR 4	MAMMA MIA/FIVE GOLD RINGS (+ any Y3/4 on-going skills / music connected with theme / Harvest / Christmas)	GLOCKENSPIEL STAGE 3/BENJAMIN BRITTIN – CUCKOO! (+ any Y3/4 on-going skills / music connected with theme)	LEAN ON ME/REFLECT/REWIND/REPLAY (+ any Y3/4 on-going skills / music connected with theme)
YEAR 5	DON'T STOP BELIEVIN'/BELLS RING OUT (+ any Y5/6 on-going skills / music connected with theme / Harvest / Christmas)	CLASSROOM JAZZ 1/BENJAMIN BRITTIN – A TRAGIC STORY (+ any Y5/6 on-going skills / music connected with theme)	STOP!/REFLECT/REWIND/REPLAY (+any Y3/4 on-going skills / music connected with theme)
YEAR 6	LIVIN' ON A PRAYER/BEJAMIN BRITTIN – A NEW YEAR CAROL (+ any Y5/6 on-going skills / music connected with theme / Harvest / Christmas)	CLASSROOM JAZZ 2/FRESH PRINCE OF BEL AIR (+ any Y5/6 on-going skills / music connected with theme)	MAKE YOU FEEL MY LOVE/REFLECT/REWIND/REPLAY (+ music connected with theme)

**Unit order can be changed if one fits better with your theme for the term. Ongoing units for each year group may also be used to introduce a variety of songs. Class instrumental lessons can also be included, using brass, percussion, recorders, violins or ukuleles.**

**Each unit throughout Key Stage 1 and Key Stage 2 must include the following:**

- Listening and Appraising
- Performing – Singing and learning to play musical instruments
- Composition and Improvisation (including appropriate Graphic Score / Staff Notation transcription)

All lessons should cover a musical element; e.g. pitch (high-low), duration (length of sounds), dynamics (loud-quiet), tempo (speed), timbre (quality of sound produced), texture (how sounds are combined), structure (e.g. chorus / verse, using an ostinato, etc.) and appropriate musical notations (treble clef, crotchet, minim, semibreve, quaver).

## **Music Expectations from Year 1 to Year 6**

### **Year 1: By the end of Year 1, children should be able to:**

- Recognise and explore how sounds can be made and changed, imitating changes in pitch.
- Use their voice in different ways (eg speaking, singing, chanting) and perform with awareness of others.
- Repeat and create short rhythmic and melodic patterns (clapping/singing/instruments).
- Choose sounds to create an effect and make a sequence of sound to create an overall effect.
- Follow instructions about when to play or sing.
- Express an opinion about a piece of music.

### **Year 2: By the end of Year 2, children should be able to:**

- Recognise and explore how sounds can be organised.
- Follow instructions on how and when to sing or play an instrument.
- Sing with an accurate sense of melody.
- Create and control long and short sounds and a mixture of different sounds (loud/quiet, high/low)
- Create short musical patterns and rhythmic phrases.
- Use symbols to represent a composition and use them to help with a performance.
- Identify the beat of a tune
- Express an opinion about a piece of music.
- Listen out for particular things when listening to music and recognise changes in timbre, dynamics and pitch.

### **Year 3: By the end of Year 3, children should be able to:**

- Recognise and explore the ways sounds can be used expressively.
- Sing with expression, showing control of voice and clear pronunciation of words.
- Perform and maintain rhythmically simple parts within a group, showing awareness of others.
- Create and improvise repeated patterns.
- Use digital technologies to compose pieces of music.
- Devise non-standard symbols (graphic scores) to indicate when to play and rest.
- Express an opinion about a piece of music, and give reasons for their opinion.
- Sing / clap a pulse that is increasing or decreasing in tempo.
- Combine different sounds to create a specific mood or feeling.

### **Year 4: By the end of Year 4, children should be able to:**

- Sing from memory in tune, with accurate pitch and expression.
- Perform rhythmically simple parts that use a limited range of notes.
- Play notes on an instrument with care so that they are clear.
- Create accompaniments for tunes and use drones (ostinatos).
- Recognise the notes EGBDF and FACE on the musical staff.

- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
- Improvise repeated patterns and combine layers of sound to create effect.
- Recognise how different musical elements are combined and used expressively.
- Describe what they think or feel about music, with some reference to specific musical features, eg. Pitch, tempo, structure, duration, timbre and texture and use of silence
- Understand layers of sound and discuss their effect on mood and feelings.
- Begin to identify with the style of work of at least one great composer.

**Year 5: By the end of Year 5, children should be able to:**

- Sing or play expressively and in tune.
- While performing by ear or from simple notations, be able to maintain their own part.
- Improvise melodic and rhythmic phrases.
- Sustain a drone or melodic ostinato to accompany singing and use drones or ostinatos in compositions (based on the pentatonic scale).
- Compose by developing ideas with musical structures.
- Use the standard notation of crotchet, minim and semibreve to indicate how many beats to play.
- Review and evaluate different music, including music from different periods and cultures, with reference to specific musical features, eg. Pitch, tempo, structure.
- Use digital technologies to compose, edit and refine pieces of music.
- Show awareness of music in the world around them eg. Advertising, film trailers, etc.
- Contrast the work of famous composers and show preferences.

**Year 6: By the end of Year 6, children should be able to:**

- Sing or play from memory with confidence.
- Sing a harmony part confidently and accurately.
- Perform with controlled breathing (singing and skillful playing (instrument)).
- While performing from memory and from simple notations, show awareness of their own contribution to a piece of music (eg. Leading others, taking a solo part, providing rhythmic support, etc.)
- Create songs with a verse and chorus.
- Read and create notes on the musical stave.
- Understand and use the (sharp) # and (flat) b symbol.
- Use and understand time signatures.
- Improvise melodic and rhythmic phrases as part of a group performance.
- Compose by developing ideas, beginning to use musical devices (eg. Melody, rhythm, chords, structures) and select elements to gain a defined effect.
- Review and evaluate different music, including music from different periods, cultures and from great composers, with reference to specific musical features including; pitch, dynamics, tempo, timbre, texture, lyrics and melody, etc.
- Describe how lyrics often reflect the cultural context of music and have social meaning.
- Show increasing awareness of music in the world around them eg. Advertising, dramas, etc.