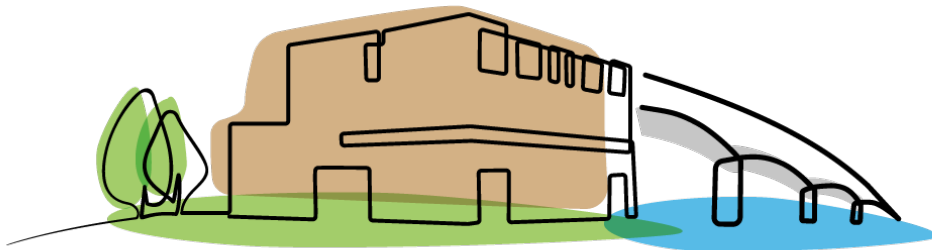


Valentine Primary School



VALENTINE
PRIMARY SCHOOL

Music Curriculum



In partnership with Southampton Music Hub

We value the importance of Music and using the subject as a vehicle for self-expression, communication and creativity. Music reflects culture and society and so the teaching and learning of music enables children to better understand the world they live in. It also plays an important role in helping children feel part of a community.

Substantive and Disciplinary Knowledge in Music

The content of our Music Curriculum fulfils the requirements of the National Curriculum for Music and comprises both substantive and disciplinary knowledge.

Substantive Knowledge in Music:

- this is the key knowledge, or inter-related dimensions of music (rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure)

Disciplinary Knowledge in Music:

- this is the application and interpretation of substantive knowledge (the inter-related dimensions of music) through performance, composition, appreciation and understanding of the history of music.

The planning, created by our specialist music teachers and in conjunction with Southampton Music Service, maps all objectives from the National Curriculum to ensure that progression is clear from EYFS to Year 6. Planning identifies the key knowledge and musical skill development pupils need to become competent students who know and understand themselves musically.

The curriculum build

In 2022, the government published a model music curriculum to ensure that leaders within schools had sufficient guidance to providing a solid foundation of music teaching within school.

Valentine have worked closely with the Southampton Music Hub - we have invested a significant sum in sourcing and procuring music specialist teachers to enable us to build an ambitious curriculum that builds schema through the wider non-core curriculum. It is our ambition that children have the best teaching of this subject, from those with a qualified background in music delivery. From September 2022, we welcome three teachers to our school 4 days per week.

An ambitious curriculum delivery

We know that for Music teaching to be advantageous to our pupils, and to help them to know more, remember more and do more, it needs to be regular and timetabled well. Therefore, across the school we timetable one full hour of Music every week throughout the year.

In addition to curriculum delivery - every opportunity to take part in wider events are being adopted.

Music Skills Planning

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding	Pupils understand that different instruments are used to provide different sounds, and for different effects. They recognise different genres key features and their impact.		Pupils understand the ways that sounds can be combined and used expressively. They recognise how the different musical elements are combined and make improvements to their work, commenting on the intended effect		Pupils understand the overall effect of playing with others. They can understand, explain and compile ideas when performing. Ideas are refined by listening and musical preferences or changes in the composition are justified	
Singing	<ul style="list-style-type: none"> Join in with group singing, building a repertoire of songs. Use chants and rhymes to build rhythmic capability. 	<ul style="list-style-type: none"> Sing unison songs with control and simple rounds with an awareness of how the part should fit Sing with increasing awareness of pitch, demonstrating the shape of the melody 	<ul style="list-style-type: none"> Maintain parts with support in songs, rounds and part songs Confidently sing a variety of songs from different genres with accuracy of pitch 	<ul style="list-style-type: none"> Maintain part in more difficult songs/part songs Confidently and fluently sing in tune with clear diction, breath control and tone, 	<ul style="list-style-type: none"> Sing part songs and simple harmony lines with an awareness of how the part fits with others Sing with increasing understanding of expression 	<ul style="list-style-type: none"> Sing more complex songs including simple harmony parts Pupils sing with confidence and expression
Playing	<ul style="list-style-type: none"> Can hold and play a range of percussion instruments Play tuned and untuned instruments experimenting with sounds, timbre and melody Perform using simple graphic notation 	<ul style="list-style-type: none"> Can play simple patterns on tuned percussion instruments with increasing control Play tuned and untuned instruments with a sense of tempo and dynamics Perform using graphic scores and other simple notations 	<ul style="list-style-type: none"> Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others Understand the effect of rhythm, pitch and dynamics Pupils can perform from basic notation, reading rhythms confidently 	<ul style="list-style-type: none"> Pupils can play using a range of tuned and untuned percussion, showing good rhythmic and melodic control demonstrate correct techniques when playing melodic and rhythmic patterns with expression Pupils can read from basic western notation, with a growing awareness of pitch 	<ul style="list-style-type: none"> Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom Performances show a clear awareness of expression and balance Pupils can read and perform from a range of different notations 	<ul style="list-style-type: none"> Maintain own part where appropriate within a group performance. Pupils can play confidently demonstrating musical quality eg clear starts and ends, phrases, technical accuracy. Pupils can read and perform from a range of different notations
Improvising Body, voice,	<ul style="list-style-type: none"> Experiment with tuned and untuned instruments 	<ul style="list-style-type: none"> Experiment with tuned and untuned instruments, improvising with a theme in mind. 	<ul style="list-style-type: none"> Experiment with tuned and untuned instruments, improvising using rhythms and melody 	<ul style="list-style-type: none"> Create and refine musical improvisations using more complex rhythms and melody 	<ul style="list-style-type: none"> Create and refine musical improvisations with awareness of musical structure 	<ul style="list-style-type: none"> Create and refine melodic and rhythmic improvisations showing an awareness of different styles and genres

Composing	<ul style="list-style-type: none"> • Create and choose sounds in response to given starting points • Create simple representations and short pieces using tuned and untuned percussion. • Use simple symbols to represent sounds 	<ul style="list-style-type: none"> • Create short sequences of sound in response to given starting points • Create simple soundscapes for intended effect • Use simple symbols to represent sounds 	<ul style="list-style-type: none"> • Communicate thoughts, ideas and feelings through simple musical compositions • Create layered compositions and soundscapes using simple rhythmic patterns and melodies • Use musical symbols and notation to record and create compositions 	<ul style="list-style-type: none"> • Create melodic and rhythmic patterns, melodies using voice, instruments and technology • Create layers of sound within musical structures, showing an understanding of how sounds fit together • Use musical symbols and notation to record and create compositions 	<ul style="list-style-type: none"> • Create music which demonstrates an understanding of structure • Select, discuss and refine creative choices • Use different notations to record and create 	<ul style="list-style-type: none"> • Explore, select, combine and manipulate a range of different sounds, including technological to create stylised compositions. • Compose rhythmic and melodic ideas within clear structures • Use different kinds of notations to record and create
Listening	<ul style="list-style-type: none"> • Listens to a range of live and recorded pieces identifying key instruments. • Identify changes in music and respond with movement • Listens to own performances providing simple constructive comments. 	<ul style="list-style-type: none"> • Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself. • Listens to their own compositions and that of others and suggests improvements 	<ul style="list-style-type: none"> • Listen and respond to own and others work offering and accepting feedback and suggestions. • Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. • Begin to create individual sound library 	<ul style="list-style-type: none"> • Aurally identify, recognise and respond to standard and invented composition. • Offer comments from own and others work and ways to improve, accept feedback and suggestions from others. • Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. 	<ul style="list-style-type: none"> • Critique own and other's work offering specific comments, eg explaining the effects of different musical elements and justify opinions • Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. 	<ul style="list-style-type: none"> • Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. • Critique own and others' work, offering specific comments and justifying these.

KS1 & KS2 Music Skills Progression

	Melody & Pitch	Dynamics & Articulation	Timbre	Texture	Structure	Pulse and Tempo	Rhythm, Metre & Duration	Harmony & Tonality	Notation	Music Technology
Year 1	<p>Recognise lower or higher sounds in an appropriate range</p> <p>Start to match pitches heard with some accuracy in the voice or follow physical activities (hands, actions) to internalise this (cuckoo interval mi-so). eg pentatonic songs.</p> <p>Use tuned percussion eg Glockenspiels, boomwhackers, handbells, chromelab to explore pitch</p>	<p>Hear and recognise loud and quiet</p> <p>Sing and play using loud and quiet responding to leaders instructions</p> <p>Select appropriate dynamics for compositions/improvising</p>	<p>Recognise instruments from different family (eg strings, brass) groups</p> <p>Experiment with instruments to make different sounds</p>	<p>Single line texture (solo or unison) when performing and composing</p> <p>Sing a melody with an accompaniment</p>	<p>Play and respond using call and response phrases</p> <p>Recognise the pattern of Verse and chorus</p>	<p>Physically internalise pulse and tempo</p> <p>Walk/move/clap</p> <p>Recognise and join in with the pulse using untuned percussion / body percussion</p> <p>Recognise tempo eg Fast or slow</p>	<p>Recall and repeat copycat rhythm patterns (ostinatos) and word pattern chants</p> <p>Experience different time signatures (metre) eg marching or waltz</p>	<p>Listening and responding – happy/sad/emotions in tonality of sound</p> <p>Identify tonality of sound major/minor</p>	<p>Inventing own symbols for playing to play from</p> <p>Simple graphic scores</p> <p>Dot notation for pitch</p> <p>Crotchets & quavers</p>	<p>Use to capture performances and watch back</p> <p>Rhythm & Rhyme videos (The World Around us songbook)</p>
Year 2	<p>Replicate lower or higher sounds in an appropriate range with increasing accuracy</p> <p>Singing in rounds and simple parts with accuracy</p> <p>Playing, improvising and composing using tuned</p>	<p>Understand and recognise piano & forte crescendo & diminuendo when listening, performing and composing</p> <p>Sing and play using crescendo and diminuendo responding to leaders instructions</p>	<p>Recognise instruments from a wider range of genres eg world music, jazz, hip hop</p> <p>Select an appropriate timbre to create a mood when playing or composing</p>	<p>Layering more than one ostinato together eg pulse and rhythm together</p> <p>Creating layered texture to create a soundscape or performance</p>	<p>Apply Call & response when composing short sequence of sound</p> <p>Recognise different forms of repeating patterns eg ternary, rondo</p> <p>Experiment with different forms in compositions</p>	<p>Recognise changes of tempo when listening to music</p> <p>Identify and select appropriate tempo when composing or performing</p> <p>Feel, play and recognise the pulse independently.</p>	<p>Create and play own rhythm patterns, including using word patterns</p> <p>Sing and play a variety of songs in ¾ and 4/4</p>	<p>Re introduce the terms major and minor tonality using the right terminology</p> <p>Introduce and play pentatonic scale using tuned percussion</p>	<p>Graphic scores, rhythm patterns (food phrases) with stick or dot notation</p> <p>crotchets and quavers</p> <p>Crotchet & quaver & crotchet rest using grid notation</p> <p>Writing own rhythms using stave notation</p>	<p>Use to capture performances and watch back</p> <p>If available use ipads, chromelab, tablet apps to emulate and select space sounds</p>

	percussion, ocarina etc recognise and select and play short patterns								Written patterns using words, blobs then stick notation introducing rests	
Year 3	Start to recognise rising and falling patterns Learning notes G, A, B and C on the recorder Songs with a range of do-do	To be able to understand the terms forte and piano and being able to select a dynamic for a reason and being able to play it when requested – all instruments and warm up songs Use dynamics to play with expression	To further develop recognition of the names of instruments and the different genres/types of music sounds including non western classical music instruments and Selecting the right timbre for composing for a stimulus	Unison, layered and solo Solo & Backing Verse & Chorus	Call & response, Echo, question and answer phrases Performing rounds Rondo & Ostinatos	Playing together as a class with a clear understanding of pulse & tempo in a variety of styles and genres allegro & adagio BPM	Play/perform songs with clear downbeats 4/4 and ¾ time and marching 2/4 Reinforce strong first beat of the bar and rhyming on the fourth beat of the bar	Continue to use and recognise major, minor and pentatonic scales Introduce the use of a drone or pedal note	Crotchets, quavers (barred in pairs), crotchet & quaver rests and minims Basic stave notations for 3 notes Graphic scores/notation	Where possible use Chrome Music lab, GarageBand, Beatwave, Auxe to create backing beats for rap writing Use YouTube to find music beds for rapping over
Year 4	To further develop an understanding of pitch using major and minor scales. Being able to play simple melodic part from letter notation on glockenspiel. Pitch range do to so. Singing with increasing accuracy over the range do to do	To select a sound for a reason, being able to use music terms <i>forte</i> , <i>piano</i> <i>crescendo</i> <i>diminuendo</i> ...when should certain dynamics be used? Recognise and use/play Legato (smooth), staccato (detached)	To further develop recognising the sound of an instrument Recognise and learn about early music technology and sounds of non traditional instruments And to experiment with instruments to understand how instrument can be used for different sounds. Using different playing techniques	Learn the clear differences and play solo, duets and melody and accompaniment Create layers of sound within a composition, showing understanding of how sounds fit together.	To learn about and understand a leitmotif by listening and composing music for a character Be aware of structure in a piece of music and be able to apply a similar structure to their own compositions Create and compose music with a clear beginning middle and end using repetition and contrast	Listening and changing tempo with the music as it happens Accelerando & Rallentando	To be able to use crotchet, quavers, minims, crotchet and minim rests in performing. And to be able to compose a simple 4 beat ostinato pattern and understand a 'bar' To play and sing and recognise 4/4, ¾ and 2/4 metre. Sing in compound time.	To further develop an understanding of pitch using major, minor & pentatonic scales. Identify if the harmonic is static or moving Introduction to playing in modes	Basic stave notation from do – so perform from pitch notation including chord symbols	Dr Who BBC Bitesize resources Space soundscapes using music technology where possible adding effects such as reverb, delay and distortion
Year 5	Full diatonic scale & Aolian and Dorian	How does the music change in	Explore different combinations of sounds, e.g.	Create layers of different rhythmic	Introduce and use/play Ternary Form	Understanding the importance of tempo for	Compound time subdividing beat by 3	Triads and chord. Aolian and dorain modes	Semibreves and minim/semibreve rests and	Explore each area of the lab and bring all the

	<p>modes new Pelog & Slendro notes</p> <p>Songs with larger leaps and harmonies</p>	<p>dynamic to set the scene?</p> <p>Pianissimo, piano, forte, fortissimo, crescendo and diminuendo</p>	<p>Different textures of untuned sounds different in combination</p> <p>Hear, play and recognise extended playing techniques such as Pizzicato / tremolo and use to create mood/effect</p>	<p>patterns with an understanding of how they interplay against a background pulse.</p> <p>Music in up to 3 parts (polyphony)</p>	<p>Verse / Chorus / Breakdown and common EDM formats</p>	<p>particular genres and styles of music</p> <p>Feeling and playing/performing in Compound time</p>	<p>Offbeats and Syncopation</p>	<p>Major, Minor, Modal, Pentatonic, slendro & pelog</p>	<p>semiquavers and chord charts / tab</p>	<p>elements together into one composition</p> <p>Programme drum beats and use tone matrix for melody in song maker</p>
<p>Year 6</p>	<p>Diatonic scale in different keys and extended Modal scales including writing own melodies</p> <p>Identify stepwise or leaping melodic shapes and use as necessary along with additive melodies</p> <p>Introduce melodic sequences</p> <p>Accurately sing syncopated melodies</p>	<p>Recognising, performing and composing confidently with the following;</p> <p>Pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and diminuendo.</p>	<p>To further develop understanding and recognition of sounds of instruments and selecting the correct sound for a composition.</p> <p>New extended playing techniques and music technology options for sound and timbre</p>	<p>Deeper understanding of textures and how to discuss and replicate them in music through the ages</p> <p>To further develop more than one ostinato line and layering different sections.</p> <p>Music in 3 and 4 parts (polyphony)</p> <p>And exploring songs in rounds and harmony.</p>	<p>To expand on rondo knowledge from year 3/4 to be able to compose a song using a verse/chorus structure</p> <p>Further developments of structure through Minimalism.</p> <p>Music with multiple sections</p>	<p>understand how tempo and duration can be selected and used to create a different picture, manipulating note lengths.</p>	<p>Breakbeats, syncopation</p> <p>Clave rhythm, samba and Latin beats across the barline (groupings of 3, 3 and 2).</p> <p>Swing beats</p> <p>Recognising compound time and simple time.</p> <p>Crotchet, dotted crotchets, minims, dotted minims, quavers, and rests of</p>	<p>Mixolydian, phrygian</p> <p>Jazz / Blues scales with flattened 7ths</p> <p>Musical Modes, Rap and Beatboxing</p> <p>Common chord progressions and sequences</p>	<p>crotchet, dotted crotchets, quavers, minims, and triplets</p> <p>Lead Sheets</p>	<p>Use Chrome music lab to pull together well known chord progressions and explore modal melodies, use for minimalist composition and to create a backing beat for rap and beatboxing</p> <p>Programme triads and chords in song maker along with drum beats</p>

“Music is a more potent instrument than any other for education because rhythm and harmony find their way into the inward places of the soul.”

Plato

Experiential learning

In addition to our extensive clubs and extra-curricula provision, we also have The Valentine Orchestra. This is a club open to all year groups with a specific focus for each academic year. For September 2022, the focus is on brass instrumental playing.

Our children, due to context, are not regular theatre-goers and do not spend time attending concerts to listen and appreciate different types of music. Our partnership with Southampton Music Hub means that this year, all year groups will experience opportunities to visit MAST (Mayflower Studios) and to participate in their performances.

Valentine serves a diverse pupil population and many of our children speak English as an additional language. To ensure that pupils can progress, a heavy emphasis is placed on language and terminology study.

Component lessons, in a unit sequence, end with a composite task. These range from:

- Creative tasks – such as creating a model of an instrument
- Immersive activities – such as ensemble group

Valentine Great Exhibition

At the end of each term, pupils are set home learning to create a piece of work to exhibit at the Great Exhibition. Our school hall is transformed into an exhibition venue where parents and carers are invited to see the product of learning.

Pupils may choose any subject and any component learnt within that term and a prize is awarded for the best showcase piece.

The aim of the exhibition is to support parents and carers in their understanding of our ambitious curriculum. Further, it enables pupils of all abilities to showcase their newly acquired knowledge in a format that best suits their own learning style.





The exhibition provides pupils with a platform to talk about and articulate their learning in Music.

For families at our school, it provides a home learning activity spanning four to five weeks where pupils and parents can work together to produce an exhibit - bringing the classroom and home closer.

Assessing pupil progress in Music

Teachers continually employ formative assessment to understand how pupils are knowing more and remembering more.

Each lesson, across the curriculum, begins with re-capping of the previous component lesson. Quick fire questions are answered verbally, in books or in groups.

Quizzes, delivered through IT and plenary activities, further demonstrate the knowledge pupils' have acquired. This example of low-stakes testing supports teachers in making balanced decisions on when to recap and repeat knowledge to ensure that is fully embedded.

At the end of a composite group of lessons an assessment task is used to measure progress. This combines pupil self-assessment with teacher assessment indicating how well pupils have progressed in the component unit.